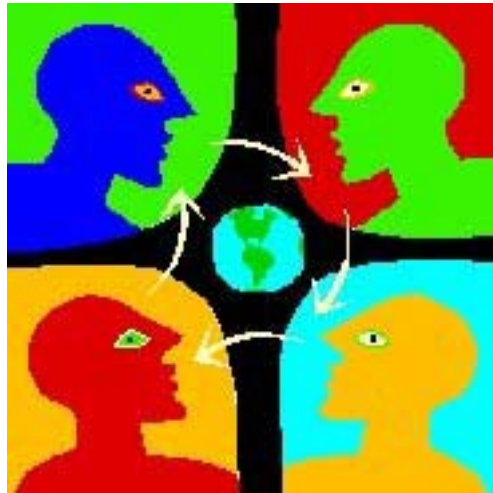


# English Language Acquisition for Adults (ELAA) Standards



## INTRODUCTION TO THE ENGLISH LANGUAGE ACQUISITION FOR ADULTS (ELAA) STANDARDS

These Standards identify core elements of second (and other) language learning that are important, yet general enough to relate to adult education contexts throughout the state of Arizona. Listening and Speaking, Writing, and Reading are the primary indicators because they are the skills that permeate all language learning contexts. **Language functions**, such as *giving/following directions* reflect general purposes for language use. Crucial to the functions is **supporting grammar and mechanics**. Though they appear in list form, the functions and supporting grammar are not meant to be sequential or representative of greater or lesser importance. They are also not meant to be exhaustive. It is entirely possible that the functions/grammar listed could be covered in a different level, should the learning opportunity present itself and the teacher seize the teachable moment.

The descriptions for the levels in these standards are prescribed by the US Department of Education, Division of Adult Education and Literacy. However, classroom experience has shown that learners in Beginning English Literacy may fall into one of these categories:

Low speaking ability and low first language literacy

High speaking ability and low first language literacy

First language literacy, but a different alphabet or learned English by ear

These Standards are a revision of the Arizona Adult Education ESOL Standards first published in 1999. This revision was accomplished by a team of practitioners from Arizona Adult Education programs. The term **ELAA (English Language Acquisition for Adults)** is used in Arizona to identify the listening/speaking, reading, writing, functions, grammar and mechanics of the English language that are taught to adults who speak languages other than English. **ESOL (English for Speakers of Other Languages)** refers to our learners. It is used to acknowledge that our learners may be multi-lingual and that English is an additional language that they have learned or are learning. In short, **ELAA** is “**what**”; **ESOL** is “**who**”.

**Standard: The adult English learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.**

## **ELAA BEGINNING ENGLISH LITERACY**

### **Functions**

1. Provides personal information (e.g. *name, address, age, phone, family, birth date*)
2. Introduces, greets, takes leave
3. Provides basic directions using imperatives
4. Uses numbers for routine tasks such as telling time, counting money

### **Supporting Grammar and Mechanics**

Applies knowledge of:

- a) The verb *to be* in the present tense and in the affirmative, negative and interrogative forms
- b) Basic *wh-* questions
- c) Possessive adjectives and subject pronouns
- d) Verbs in the imperative form (e.g. give, take, put, look)
- e) Nouns in singular and plural
- f) Basic punctuation (e.g. *period, question mark*)
- g) Capitalization rules (e.g. *names, streets, cities, months, days of the week*)
- h) Abbreviations (e.g. *Mrs., St.*)

The learner employs the functions, supporting grammar and mechanics of this level with the following:

### **Content Indicators**

<b>LISTENING and SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
Comprehends, follows and responds to simple information of personal relevance.	<ol style="list-style-type: none"><li>A. Employs elements of phonemic awareness and phonics.</li><li>B. Recognizes upper and lower case letters in print.</li><li>C. Recognizes directionality of text.</li><li>D. Recognizes basic sight words and rhyming words.</li><li>E. Recognizes word/sentence boundaries.</li><li>F. Comprehends and recognizes numbers.</li><li>G. Recognizes common signs and symbols.</li><li>H. Reads words and terms related to functions of the level.</li><li>I. Comprehends basic directions.</li></ol>	Copies letters, words and sentences in different communicative contexts.

# ELAA BEGINNING ENGLISH LITERACY PROFICIENCY STANDARDS

## LISTENING and SPEAKING

**Performance Conditions:** Learners at this stage comprehend simple statements and questions. They understand the general idea of basic messages and conversations that pertain to common, routine matters. Their interactions are short, face-to-face, informal, and with one person at a time or in small groups. Learners' speech is largely guided by questions and feedback from the instructor, although they can initiate and respond to basic statements. They rely heavily on repetition, gestures, and other nonverbal cues to sustain conversations. Learners' speech is slow. Communications that learners listen to and comprehend are short and include familiar, routine words. Context strongly supports their utterances.

BEGINNING	APPROACHING	MET	EXCEEDS
<p>1. Comprehends a <b>few</b> common words and simple phrases in conversations on topics of personal relevance (e.g. social courtesies, basic needs) when spoken slowly with frequent rephrasing, repetitions and contextual clues.</p> <p>2. Comprehends and follows <b>simple routine instructions</b> for classroom activities that depend on gestures and other contextual clues.</p> <p>3. Listens attentively to short read-aloud stories and identifies <b>a few</b> key details.</p> <p>4. <b>Responds to</b> greetings with simple words, gestures and other nonverbal behavior.</p>	<p>1. Comprehends <b>some</b> words, phrases, and short sentences in conversations on topics of personal relevance (e.g. social courtesies, personal information, basic needs, abilities) when spoken slowly with some rephrasing, repetitions and contextual clues.</p> <p>2. Comprehends and follows routine (<b>two- to three-step</b>) instructions for classroom activities in the presence of gestures and clear contextual clues.</p> <p>3. Listens attentively to short read-aloud stories and identifies <b>some</b> key details.</p> <p>4. <b>Responds to</b> and <b>uses</b> common social greetings and simple repetitive phrases using isolated words or strings of two- to three-word phrases (<i>Hello. How are you? Thank you. You're welcome.</i>)</p>	<p><b>1. Comprehends and responds to many words and phrases on topics of personal relevance</b></p> <p><b>2. Comprehends and follows <u>imperatives</u> in the classroom.</b></p> <p><b>3. Listens attentively to personally relevant short read-aloud stories and identifies most key details.</b></p> <p><b>4. Participates appropriately in most social interactions, including initiating greetings, courtesy and leave-taking; introducing self, asking about the other; and providing basic personal information (e.g. name, address and age using phrases and simple sentences.</b></p>	<p>1. Comprehends <b>a wide-ranging</b> number of words, phrases, and sentences in sustained conversations on topics of personal relevance when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.</p> <p>2. Comprehends and follows <b>common positive and negative imperatives and requests.</b></p> <p>3. Listens attentively to short read-aloud stories, poems, and informational text and identifies key details and <b>specific</b> facts.</p> <p>4. Participates <b>actively</b> in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people and asking and responding to detailed questions regarding personal information, using phrases and simple sentences.</p>

BEGINNING	APPROACHING	MET	EXCEEDS
<p>5. Uses <b>gestures</b> to communicate basic needs (e.g. pointing toward door when needing to go to the restroom).</p> <p>6. Identifies by name <b>a few</b> familiar objects, people, and events (e.g. family members, body parts, clothing, pets, foods, common occupations, seasons and common school, classroom and home objects).</p> <p>7. <b>Repeats simple sentences</b> for rhythm and intonation patterns.</p>	<p>5. Communicates <b>some</b> basic immediate personal and survival needs using <b>limited</b> vocabulary.</p> <p>6. Identifies by name <b>some</b> familiar objects, people and events (e.g. family members, body parts, clothing, pets, foods, common occupations, seasons and common school, classroom and home objects)</p> <p>7. <b>Recites simple rhymes and songs</b> with expressive phrasing and intonation.</p>	<p>5. <b>Communicates/interprets information about personal survival needs, using accurate and somewhat varied vocabulary.</b></p> <p>6. <b>Identifies by name many familiar objects, people, and events (e.g. family members, body parts, clothing, pets, foods, common occupations, etc.)</b></p> <p>7. <b>Retells simple illustrated personal stories in a logical sequence, using key words, phrases, simple sentences and intonation patterns</b></p>	<p>5. Communicates/interprets information about immediate and future personal and survival needs using precise, descriptive and varied vocabulary.</p> <p>6. Describes familiar objects, people and events, and classroom, school and home surroundings with both general and <b>more specific words and phrases.</b></p> <p>7. Retells simple illustrated personal stories in a logical sequence, using <b>expressive phrasing.</b></p>

# ELAA BEGINNING ENGLISH LITERACY PROFICIENCY STANDARDS

## READING

**Performance Conditions:** Learners at this stage of proficiency can comprehend the general message of basic reading passages dramatized or read to them. These reading passages contain simple language structures and syntax, high frequency vocabulary, and predictable grammatical patterns. Learners also use prior knowledge and their experiences in their first language to understand meanings in English. Learners often rely on visual cues and prior knowledge or experience with the topic so that the context is personally relevant and strongly supports the text.

BEGINNING	APPROACHING	MET	EXCEEDS
<ol style="list-style-type: none"> <li>1. Recognizes numbers <b>(1-10)</b> and a <b>few</b> upper and lower case letters in print.</li> <li>2. <b>Recognizes</b> English (letter sounds) that correspond to phonemes the Learner already hears and produces in his/her native language.</li> <li>3. <b>Distinguishes</b> spoken rhyming words from non-rhyming words.</li> <li>4. Identifies the <b>initial</b> sound (not letter) of a spoken word.</li> <li>5. <b>Recognizes and responds</b> to greetings and leave-takings including <b>simple</b> words such as <i>hello, hi, goodbye</i>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognizes and names numbers <b>(up to 20)</b> and <b>some</b> upper and lower case letters in print and cursive.</li> <li>2. <b>Produces</b> English phonemes (letter sounds) that correspond to phonemes the Learner already hears and produces, including long and short vowels and initial and final consonants.</li> <li>3. <b>Identifies</b> and produces rhyming words in response to an oral prompt.</li> <li>4. Identifies the <b>initial and final</b> sounds (not letters) of a spoken word.</li> <li>5. Recognizes simple vocabulary and short phrases needed to <b>respond</b> to greetings, courtesy, and leave taking and to answer basic questions about personal information (name, age, phone number, birth date, date, time).</li> </ol>	<p><b>Recognizes directionality of English reading such as tracking words from left to right, top to bottom and return sweep.</b></p> <ol style="list-style-type: none"> <li>1. <b>Recognizes and names numbers (up to 100) and many upper and lower case letters in print and cursive.</b></li> <li>2. <b>Produces many English phonemes that do not correspond to phonemes the Learner already hears and produces in his or her native language.</b></li> <li>3. <b>Moves sequentially from sound to sound, isolating the individual phonemes.</b></li> <li>4. <b>Orally produces groups of words that begin with the same initial sound.</b></li> <li>5. <b>Recognizes key vocabulary, phrases and some simple sentences needed to initiate and respond appropriately to most basic social interactions, including providing basic personal information.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Names numbers (up to 100) and all upper and lower case letters in print and cursive.</li> <li>2. Produces English phonemes represented by all the single-lettered consonants and vowels.</li> <li>3. <b>Recognizes and reads short sentences, made up of simple words</b>, moving sequentially from sound to sound.</li> <li>4. Orally <b>blends</b> many English phonemes to form words.</li> <li>5. Recognizes key vocabulary, phrases and sentences needed to <b>engage</b> in short, basic social interactions including providing basic personal information.</li> </ol>

BEGINNING	APPROACHING	MET	EXCEEDS
6. Identifies a <b>few</b> common signs, symbols, labels and captions in the environment.	6. Identifies <b>some</b> common signs, symbols, labels and captions in the environment.	6. Identifies <b>many common signs, symbols, labels and captions in the environment.</b>	6. Identifies and <b>categorizes</b> common signs, symbols, labels and captions in the environment.
7. Recognizes basic words for colors, foods and animals.	7. Identifies and labels by name a few familiar objects, people, animals and events.	7. <b>Identifies and labels by name some familiar objects, people, animals and events.</b>	7. <b>Describes</b> familiar objects, people, animals and events with key vocabulary, phrases and sentences.
8. Recognizes vocabulary that communicates a <b>few</b> personal and survival needs.	8. Recognizes vocabulary that communicates <b>some</b> personal and survival needs.	8. <b>Recognizes vocabulary that communicates most personal and survival needs.</b>	8. Recognizes vocabulary that communicates personal and survival needs.
9. Recognizes that stories follow a certain sequence.	9. Arranges a series of pictures in sequence to demonstrate understanding of the sequence of events in stories read to him or her.	9. <b>Identifies basic sequences of events in simple stories that are read.</b>	9. <b>Retells</b> a simple story, placing events in sequence.
10. Recognizes a small number of familiar words and symbols in text related to simple everyday needs.	10. Recognizes familiar words and symbols in text related to personal information and simple everyday needs.	10. <b>Reads and understands the meaning of simplified, short common forms, simplified maps and diagrams, and common traffic signs and symbols related to immediate needs.</b>	10. <b>Reads and understands</b> common forms, personal and place names, common public signs and other short texts with familiar words and simple phrases <b>in predictable contexts</b> related to immediate needs.
11. Comprehends and follows simple <b>one step</b> written directions that are accompanied by illustrations.	11. Comprehends and follows simple <b>one- to two- step</b> written directions that are accompanied by illustrations.	11. <b>Comprehends and follows basic directions that are accompanied by illustrations.</b>	11. Comprehends and follows basic written directions ( <b>illustrations not required or needed</b> ).
12. Recognizes basic word and sentence dividers (spacing).	12. Recognizes basic sentence dividers (capitalization and punctuation).	12. <b>Recognizes basic sentence dividers including internal dividers (commas).</b>	12. <b>Reads short sentences</b> using <b>appropriate intonation</b> based on punctuation and other cues.
13. Recognizes and produces a <b>few</b> English phonemes with general accuracy.	13. Recognizes and produces <b>many</b> English phonemes with general accuracy.	13. <b>Recognizes and produces most English phonemes with general accuracy.</b>	13. Recognizes and produces <b>all</b> English phonemes with general accuracy.

# ELAA BEGINNING ENGLISH LITERACY PROFICIENCY STANDARDS

## WRITING

**Performance Conditions:** Learners at this stage of proficiency copy short sentences (three to seven words) and relate short messages, using vocabulary related to the functions, supporting grammar and mechanics for this level. Forms are simple in format and demand.

BEGINNING	APPROACHING	MET	EXCEEDS
<ol style="list-style-type: none"> <li>1. <b>Traces</b> letters of the alphabet.</li> <li>2. Copies numerals (<b>up to 10</b>).</li> <li>3. <b>Traces</b> simple words (in print and cursive).</li> <li>4. Fills out short forms by <b>copying</b> essential personal information.</li> <li>5. <b>Occasionally</b> applies letter-sound relationships to spell simple (CVC) words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Copies letters of the alphabet (<b>upper case</b>).</li> <li>2. Copies numerals (<b>up to 20</b>).</li> <li>3. <b>Copies</b> simple (<b>printed</b>) words.</li> <li>4. Fills out short forms with essential personal information (name, address, phone).</li> <li>5. <b>Sometimes</b> applies letter-sound relationships to spell simple (CVC) words.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Copies letters of the alphabet (upper and lower case) legibly.</b></li> <li>2. <b>Copies numerals (up to 100).</b></li> <li>3. <b>Writes short sentences by copying words into given sentence patterns, including punctuation and capitalization.</b></li> <li>4. <b>Fills out simple forms with complete personal information.</b></li> <li>5. <b>Often applies letter-sound relationships to spell simple (CVC) words.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Prints</b> letters of the alphabet legibly.</li> <li>2. <b>Writes</b> numerals (up to 100).</li> <li>3. Writes short sentences, printing legibly and spacing letters, words and sentences properly.</li> <li>4. Fills out forms with <b>more detailed</b> personal information.</li> <li>5. <b>Consistently</b> applies letter-sound relationships to spell simple (CVC) words.</li> </ol>



## ELAA Beginning Literacy Sample Activities\*

### FUNCTION 1: Provides personal information

Supporting Grammar/Vocabulary	Family	
<p>Present tense <i>to be</i> in affirmative/negative</p> <p><b>Vocabulary:</b> family relationship words, e.g., <i>mother, father, brother</i> numbers (ages, addresses, phone, birth date)</p> <p><b>Pronunciation:</b> Difference between teens and multiples of 10, e.g., <i>thirteen/thirty</i></p>	<b>Speaking:</b>	Learners say ages of family members.
	<b>Listening:</b>	Learners interview each other about their family members.
	<b>Writing:</b>	Classmates present family trees with pictures, labels, relationships and ages to other Learners. Classmates write corresponding numerical symbol, and family relationship vocabulary.
	<b>Reading:</b>	Learners match numerical symbols with written names of family members, each of which are listed in columns. "Who is...? drill

### FUNCTION 2: Introduces, greets, takes leave

Supporting Grammar/Vocabulary	Community	
<p>Present tense <i>to be</i> in affirmative/negative Third person singular</p> <p>Preposition <i>from</i></p> <p><b>Vocabulary:</b> Idioms: <i>Nice to meet you. See you later</i> Basic "wh"-questions <b>Pronunciation:</b> Contraction: <i>I'm, he's she's</i> Intonation of Wh- (<i>who, what, when, where, why, how, how many, how much</i>) and yes/no questions</p> <p>Sentential stress: <i>Nice to <b>meet</b> you.</i> <i>Nice to meet you, <b>too</b>.</i></p>	<b>Speaking:</b>	Learners role-play introducing a friend at a party. Give friend's name and country. Friend responds appropriately to the introduction. Learners take friendly leave of one another as new person is introduced to others at party.
	<b>Writing:</b>	Teacher writes names and countries/cities of Learners in class. Learners copy names and countries/cities from board. Learners use capitalization appropriately.
	<b>Listening/Reading:</b>	Teacher creates statements from the dialogue learners create. Learners listen and circle names of persons and countries/cities.  Learners participate in listening chain – "I'm from _____. Where are you from?"

**\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

## **ELAA Beginning Literacy Sample Activities\***

### **FUNCTION 3: Provides basic directions using imperatives**

<b>Supporting Grammar/Vocabulary</b>	<b>Family</b>	
<b>Commands</b>  <b>Prepositions</b>  <b>Vocabulary:</b> <i>first, then, next, etc.</i>	<b>Listening/ Speaking:</b>	Learners respond to directions for classroom procedure. "Stand up, write your name on the board." Learners comprehend basic directions on the use of turning a computer on and off. Learners work in pairs and tell each other how to turn off the computer. Learners play "Simon Says" -learner led game of classroom procedures.
	<b>Writing:</b>	Learners write the classroom verb after viewing a picture.
	<b>Reading:</b>	Learners read imperatives from flash cards to another learner.

### **FUNCTION 4: Uses numbers for routines tasks such as telling time, counting money**

<b>Supporting Grammar/Vocabulary</b>	<b>Family</b>	
<b>Verb "to be:</b>  <b>Vocabulary:</b> <b>"Wh"- words</b> <b>AM/PM, noon</b> Currency vocabulary (nickel, quarter, dime, etc.)	<b>Listening/ Speaking:</b>	With a partner, or in groups learners use flash cards and ask /respond to "What time is it?" Teacher shows picture of coins, learners name individual coins.
	<b>Reading:</b>	Learners "set" clock from appointment notes. Hand out newspaper ads and play money Learners will show the amount that is in the ad
	<b>Writing:</b>	Learners write time from listening activity. Teacher dictates time and learners fill in clock (face and digital.) Using coin pictures, learners identify amount in writing.

**\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

## Standard: The adult English learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.

### ELAA I

#### Functions

1. Provides detailed personal information about self and others (background information, height, weight, forms, etc.)
2. Uses common descriptive words for objects, places, routines and people.
3. Follows multiple-step directions (e.g. maps)
4. Uses classroom language (e.g., "How do you spell...?", "Please repeat that.", "Is this correct?")
5. Expresses wants, feelings and likes/dislikes
6. Expresses abilities/inabilities, and intentions.
7. Asks for/grants permission
8. Cautions and warns

#### Supporting Grammar and Mechanics

Applies knowledge of:

- a) Verbs in the interrogative, affirmative and negative forms of present, present progressive and future tenses
- b) Modal auxiliaries *can, may, would like*
- c) Pronouns in the object and demonstrative forms
- d) Adjectives in the demonstrative and possessive forms, including articles (e.g. *the/a red blouse*)
- e) Prepositions of time and place (e.g., *after, in front of*)
- f) Adverbs of time and frequency (e.g., *today, usually*)
- g) Simple punctuation (*comma, exclamation point, apostrophe*)

The learner employs the functions, supporting grammar and mechanics of this and all previous levels with the following:

#### Content Indicators

LISTENING and SPEAKING	READING	WRITING
<p>A. Comprehends, follows and responds to directions and detailed personal information about self and others.</p> <p>B. Initiates simple questions about familiar objects.</p> <p>C. Expresses feelings.</p>	<p>A. Transitions from phonics to words and sentences.</p> <p>B. Reads numbers to the hundreds of thousands.</p> <p>C. Reads print and cursive.</p> <p>D. Uses appropriate punctuation to express idea/feeling of passage.</p> <p>E. Relates pictorial concept to written words.</p> <p>F. Understands common abbreviations.</p>	<p>Writes simple sentences in the form of:</p> <p>A. notes,</p> <p>B. simple phone messages,</p> <p>C. personal information/descriptions,</p> <p>D. simple forms.</p>

## ELAA I PROFICIENCY STANDARDS

### LISTENING and SPEAKING

**Performance Conditions:** Learners at this stage of proficiency comprehend basic vocabulary and grammatical structures in face-to-face conversations with one person at a time or in a familiar supportive group. Topics are familiar and about common routine matters. Listening communications are short monologues and dialogues on familiar routine topics delivered at a slow-to-normal rate. Learners rely on repetition, gestures, and other nonverbal cues to sustain conversations. Learners' speech is guided by specific questions when necessary. Learners use word order accurately in simple sentences, but make errors when using more complex patterns. They use the more common verb tense forms (present, past, and future) consistently, but sometimes make errors in tense formation and proper selection of verbs. Learners' speech rate is slow to normal.

BEGINNING	APPROACHING	MET	EXCEEDS
<ol style="list-style-type: none"> <li>1. Comprehends <b>key words, formulaic phrases</b>, and most short sentences in simple predictable conversations on topics of immediate personal relevance (e.g., basic social interactions, needs, warnings) when spoken slowly with frequent rephrasing, repetitions and when using contextual cues.</li> <li>2. Comprehends and follows <b>one-step directions</b> accompanied by contextual cues and gestures.</li> <li>3. Participates in short, routine social conversations with individuals in which they exchange personal information and discuss personal needs, <b>using limited vocabulary</b>.</li> <li>4. Gives and receives <b>simple compliments</b> in familiar settings.</li> <li>5. <b>Responds to</b> questions about the size, color, shape, physical characteristics and number of familiar objects <b>using limited vocabulary</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehends <b>a range of expressions</b> used to request personal details, direct classroom activities, identify people, objects, and events and ask for/grant permission when spoken slowly with some rephrasing, repetitions, and when using contextual cues.</li> <li>2. Comprehends and follows <b>two- to three-step</b> directions accompanied by contextual cues and gestures.</li> <li>3. Participates in social conversations in pairs or in small groups in which learners exchange personal information and discuss personal experiences, abilities, wants and needs <b>with accurate and somewhat limited vocabulary</b>.</li> <li>4. Gives and receives simple compliments and <b>shows gratitude</b> in familiar settings.</li> <li>5. <b>Responds to and asks</b> simple questions about the size, color, shape, physical characteristics and number of familiar objects <b>using somewhat limited vocabulary</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Produces short predictable discourse on familiar matters including: dates, routines, objects and people; likes, dislikes, wants and feelings when spoken slowly with some rephrasing, repetitions and when using contextual cues.</b></li> <li>2. <b>Comprehends and follows three- to four-step directions.</b></li> <li>3. <b>Participates in expanded social conversations held in pairs or in small groups exchanging detailed personal information about self and others; likes/dislikes, wants, feelings; asking for and granting permission; and issuing cautions and warnings using varied vocabulary.</b></li> <li>4. <b>Gives and receives compliments, shows gratitude, and expresses apologies in familiar settings.</b></li> <li>5. <b>Responds to and asks simple questions about the size, color, shape, physical characteristics and number of familiar objects using descriptive vocabulary.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehends and follows short predictable discourse on familiar matters including familiar events, routines, objects and people; likes, dislikes, wants and feelings when <b>spoken at a normal rate</b>.</li> <li>2. Comprehends and follows <b>multiple-step directions</b>.</li> <li>3. Participates in expanded social conversations held in pairs or in small groups exchanging detailed personal information about self and others; likes/dislikes, wants, feelings; asking for and granting permission; and issuing cautions and warnings <b>using purposeful, accurate, descriptive vocabulary</b>.</li> <li>4. Gives and receives compliments, shows gratitude and expresses apologies <b>in all appropriate social and cultural contexts</b>.</li> <li>5. <b>Responds to and asks</b> simple questions about the size, color, shape, physical characteristics, and number of familiar objects <b>using accurate and descriptive vocabulary</b>.</li> </ol>

# ELAA I PROFICIENCY STANDARDS

## READING

**Performance Conditions:** Learners at this stage of proficiency can comprehend the general message of basic reading passages dramatized or read to them. These reading passages contain simple language structures and syntax, high frequency vocabulary, and predictable grammatical patterns. Learners also use prior knowledge and their experiences in their first language to understand meanings in English. Learners often rely on visual cues and prior knowledge or experience with the topic so that the context is personally relevant and strongly supports the text. The learner uses the functions, supporting grammar and mechanics of this level.

BEGINNING	APPROACHING	MET	EXCEEDS
1. Recognizes and reads numbers up to <b>50</b> .	1. Recognizes and reads numbers up to <b>100</b> .	1. <b>Recognizes and reads numbers in the thousands.</b>	1. Recognizes and reads numbers in the <b>hundreds of thousands</b> .
2. Recognizes many upper and lower case letters written in cursive.	2. Recognizes letters written in cursive.	2. <b>Often reads familiar and relevant words written in cursive in a printed text.</b>	2. <b>Consistently</b> reads familiar and relevant words written in cursive in a printed text.
3. Comprehends sound/symbol relationships and basic word formation rules.	3. Recognizes the new spoken word when a specified phoneme is added, changed or removed (e.g., “pat” to “rat”, “man” to “an”)	3. <b>Reads one-syllable word when a specified phoneme, including a consonant blend is added, changed or removed</b>	3. Reads <b>multi-syllabic</b> words when specific phoneme(s) are added, changed, or removed (liver to river; cover to hover)
4. Associates the phoneme sound to the letter symbol.	4. Segments one-syllable words into individual phoneme sounds.	4. <b>Segments multi-syllable words into syllables and counts the number of sounds in syllables and syllables in words.</b>	4. <b>Applies knowledge</b> of basic syllabication rules when reading.
5. Recognizes <b>limited</b> vocabulary needed to initiate and respond to greetings, courtesy, and leave taking, to answer basic questions about personal information and to indicate problems in communicating in a variety of ways.	5. Recognizes <b>ordinary and somewhat limited</b> vocabulary needed to: provide specific detailed information about oneself and others, issue cautions and warnings, use classroom language, express likes and dislikes, wants and feelings, ability to do or not do something, and ask for and grant permission.	5. <b>Reads purposeful and somewhat varied vocabulary needed to: provide specific detailed information about self and others, issue cautions and warnings, use classroom language, express likes and dislikes, wants and feelings, ability to do or not do something, and ask for and grant permission.</b>	5. <b>Consistently</b> reads accurate, <b>extensive</b> vocabulary needed to: provide specific detailed information about self and others, issue cautions and warnings, use classroom language, express likes and dislikes, wants and feelings, ability to do or not do something, and ask for and grant permission.
6. <b>Occasionally</b> recognizes common abbreviations.	6. <b>Sometimes</b> recognizes common abbreviations.	6. <b>Often recognizes common abbreviations.</b>	6. <b>Consistently</b> recognizes common abbreviations.

BEGINNING	APPROACHING	MET	EXCEEDS
7. <b>Identifies</b> familiar objects, places, routines, events and people.	7. <b>Sometimes describes</b> familiar objects, people, and events with key vocabulary, phrases, and sentences.	7. <b>Often describes familiar objects, people, and events with key vocabulary, phrases, and sentences.</b>	7. <b>Consistently</b> describes familiar objects, people and events with key vocabulary, phrases, and sentences and <b>uses intonation</b> appropriate to the ideas being conveyed.
8. <b>Associates</b> appropriate words to an event shown in a picture.	8. <b>Reads the basic words</b> associated with a picture	8. <b>Reads words to identify basic wh-questions.</b>	8. Identifies and associates appropriate words in a <b>logical sequence for a series</b> of pictures and uses them to <b>predict outcomes.</b>
9. <b>Identifies words</b> that are in <b>context</b> and that relate to personal information about self.	9. <b>Reads simple sentences</b> about self and others.	9. <b>Reads more detailed sentences about self and others (e.g., height, weight questions on forms).</b>	9. <b>Reads multi-sentence</b> descriptions of and instructions for familiar and relevant topics.

## ELAA I PROFICIENCY STANDARDS

### WRITING

**Performance Conditions:** Learners at this stage of proficiency are able to write simple sentences on familiar and personally relevant topics using vocabulary related to the functions and supporting grammar and mechanics for this level and the preceding level. Basic vocabulary and structures in simple sentences and phrases are characteristic of Learner writing at this level. Errors in spelling and grammar are frequent and characteristic of language production at this stage.

BEGINNING	APPROACHING	MET	EXCEEDS
1. <b>Copies</b> simple sentences.	1. Creates simple sentences <b>with guidance</b> .	1. <b>Writes simple phrases and sentences, three to five words long, on familiar topics (e.g., describing people, places, routines).</b>	1. Writes <b>detailed</b> sentences (6+ words) on familiar topics.
2. <b>Copies</b> simple personal messages.	2. <b>Writes sentences</b> to convey a personal message with guidance.	2. <b>Writes notes (to teacher, boss, friend) of one to two sentences long to convey a personal message including proper greeting and signature, and addresses envelope.</b>	2. Writes notes to convey a personal message, <b>three to four sentences long</b> , using proper format (e.g., heading, greeting, addresses) and addressing envelopes.
3. <b>Copies</b> basic phone messages.	3. Takes down <b>phone number and possibly, name</b> .	3. <b>Takes basic phone messages (name, phone number, time of call).</b>	3. Takes basic phone messages and <b>asks for spelling clarification</b> .
4. <b>Copies basic information</b> onto simple forms.	4. Fills out simple forms with <b>basic personal information (up to 10 items)</b> .	4. Fills out simple applications with <b>more detailed personal information (up to 15 items)</b> .	4. Fills out simple applications <b>with more detailed personal information (up to 20 items)</b> .
5. <b>Copies numerals (up to the hundreds) and numbers (up to ten)</b> .	5. Writes numerals and numbers <b>(up to the hundreds) with guidance</b> .	5. <b>Independently writes numerals (up to the thousands) and numbers (up to the hundreds) as necessary for personal information (e.g., checks, dates, weight).</b>	5. Independently writes numerals and numbers <b>(up to the thousands)</b> .
6. <b>Occasionally</b> applies spelling and punctuation rules related to the grammar and mechanics of this level.	6. <b>Sometimes</b> applies spelling and punctuation rules related to the grammar and mechanics of this level.	6. <b>Often applies spelling and punctuation rules related to the grammar and mechanics of this level (e.g., plurals, third person singular, capitalization).</b>	6. <b>Consistently</b> applies spelling and punctuation rules related to the grammar and mechanics of this level.

## ELAA I Sample Activities \*

### FUNCTION 1: Provides detailed personal information about self and others (background information, height, weight, forms, etc.)

Supporting Grammar/Vocabulary	Community	
Present tense <i>to be</i> in affirmative/negative  Questioning in affirmative/negative  Numbers Possessives  <b>Vocabulary:</b> <i>also, age, married, single, divorced</i>  <b>Pronunciation:</b> Contractions: <i>isn't, I'm, aren't, what's</i>  Intonation of Wh- and yes/no questions	<b>Listening/ Speaking:</b>	Learners role-play responding to questions about personal information at a social service agency. Teacher reads statements based on the grid about learners' personal information. Learners listen while viewing the grid and mark true or false for each statement.
	<b>Writing/ Reading:</b>	Learners read and fill out forms with name, address, marital status, zip code, phone, date of birth, social security #, and similar information. Learners write personal information on a grid.

### FUNCTION 2: Uses common descriptive words for objects, places, routines and people.

Supporting Grammar/Vocabulary	Community	
Present, present progressive and future tenses in affirmative/negative  Demonstrative pronouns; possessive  Prepositions of time Adverbs of time and frequency	<b>Listening/ Speaking:</b>	Learners circle a picture of a task that is described by the teacher or another learner.  Learners describe daily routines. "I get up at 8:00 and I take a shower. I drink two cups of coffee before work."
	<b>Writing/ Reading:</b>	Learners make a list of their daily routines Learners make a list of things they see in a room and add one or more descriptive words.  Learners read the list(s) they have written. Learners sequence a scrambled strip story (using words and pictures) of a classmate's daily routine.

**\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**



## ELAA I Sample Activities\*

### FUNCTION 3: Follows multi-step directions

Supporting Grammar/Vocabulary	Workplace	
Commands Demonstrative adjectives Prepositions  <b>Vocabulary:</b> <i>first, then, next, etc.</i>	<b>Listening/ Speaking:</b>	Learners work in pairs and tell each other how to turn off the computer.
	<b>Writing:</b>	Learners write a “pass down” (note) to the person on the next shift about how to turn off the computer.
	<b>Reading:</b>	Learners read each other’s “pass downs” and turn off their computers by following the instructions.

### FUNCTION 4: Uses classroom language (How do you spell? Please repeat)

Supporting Grammar/Vocabulary	Workplace	
Verbs in the interrogative, affirmative, and negative forms of present, present progressive  Prepositions  Modals <i>can, could, may, would</i>  Simple punctuation	<b>Writing:</b>	In pairs, Learners create a brief phone message to be communicated to a co-worker.
	<b>Listening/ Speaking:</b>	Learners pair up and simulate a phone conversation
	<b>Reading:</b>	Learners pair up with new partner. Pairs exchange written phone messages and read for comprehension, asking clarification questions from partner/teacher.

**\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

## ELAA I Sample Activities\*

### FUNCTION 5: Expresses wants, feelings and likes/dislikes

Supporting Grammar/Vocabulary	Community	
<p>Verbs in interrogative, affirmative and negative forms of present</p> <p>Modal <i>can</i></p> <p>Questioning in affirmative/negative</p> <p>Adjectives: <i>sad, happy</i>, etc.</p> <p><b>Vocabulary:</b> <i>feel, want to, have to, need to, prefer, like/dislike, because, can't stand</i></p>	<b>Writing:</b>	Learners develop and write a list of needs that could possibly be met by classmates.
	<b>Reading:</b>	Learners read their list of needs aloud.
	<b>Speaking:</b>	Learners formulate questions to find out who can help them meet each need.
	<b>Listening:</b>	Learners listen to questions from other learners to see if they can meet their needs.

### FUNCTION 6: Expresses abilities/inabilities and intentions

Supporting Grammar/Vocabulary	Family	
<p>Wh- and yes/no questions</p> <p>Conjunctions: <i>but, and</i></p> <p><b>Vocabulary:</b> <i>can, know how to</i> in affirmative/negative</p>	<b>Speaking:</b>	<p>Learners practice asking/answering about activities they can/cannot do.</p> <p>Question: Do you know how to ride a bike? Answer: Yes. Can you swim?</p>
	<b>Writing:</b>	Learners graph their abilities in form of table (can/cannot do) or Venn diagram.
	<b>Listening:</b>	Teacher reads statements about learner's abilities based on the graph in front of class. Learners respond with true/false answers.
	<b>Reading:</b>	Learners read sentences such as "_____ can drive a truck, but he doesn't know how to play soccer." Learners interview classmates to match the person with the written statement.

**\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

## ELAA I Sample Activities\*

### FUNCTION 7: Asks for/grants permission

Supporting Grammar/Vocabulary	Family	
Questioning in affirmative/negative  Present tense  Future tense Prepositions of time and place. Modals may, can, would like in affirmative and negative	<b>Writing:</b>	Learners make a list of family rules they have.  Learners write a family story about their parents' rules when the learners were children.
	<b>Reading:</b>	Learners read aloud each other's family rules.
	<b>Listening:</b>	Learners have to decide who wrote the list that is being read. Teacher asks questions about what Learners can or cannot do.
	<b>Speaking:</b>	Learners practice dialogues between child and parent: A: Mom, can I stay over night at ____'s house? B: You know can't on a school night. A: How about Saturday? B: I'll think about it.  Learners listen to teacher's questions and respond according to the lists.

### FUNCTION 8: Cautions and warns

Supporting Grammar/Vocabulary	Workplace	
Commands  Modals: can, may Adverbs of time and frequency ( <i>usually, always</i> )  Simple punctuation: exclamation point, comma  <b>Vocabulary:</b> <i>be careful, don't, watch out, make sure you...</i>	<b>Speaking:</b>	Learners look at pictures of worksites and role-play making safety recommendations or work routines to new worker. .
	<b>Writing:</b>	Learners write safety warnings that will be read to other learners.
	<b>Reading:</b>	Learners read warnings to one another and match them to pictures.
	<b>Listening:</b>	Learners listen to teacher reading warnings and match them to pictures.

\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

**Standard: The adult English learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.**

## **ELAA II**

### **Functions**

1. Checks/indicates understanding
2. Identifies/states similarities//differences
3. Excuses, apologizes, forgives
4. Complains
5. Agrees/disagrees
6. Extends/responds to invitations
7. Describes events, problems and situations
8. Expresses obligations
9. Gives multi-step directions

### **Supporting Grammar and Mechanics**

Applies knowledge of:

- a) Verbs in the affirmative, negative and interrogative forms of the past and past progressive tenses
- b) Modals should, must, ought to, had better, could, would.
- c) Uses want to, and have to
- d) Count/mass nouns and indefinite pronouns (some, any)
- e) Comparative and superlative structures
- f) Possessive pronouns
- g) Prepositions of direction and motion
- h) Adverbs of manner and sequence (quickly, finally)
- i) Common two-part phrasal verbs (look \_\_\_\_, get \_\_\_\_)
- j) Common prefixes and suffixes (re-, un-, mis-, -ed, -ist)

The learner employs the functions, supporting grammar and mechanics of this and all previous levels with the following:

### **Content Indicators**

<b>LISTENING and SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
A. Describes emotions. B. Gives directions. C. Retells stories.	A. Reads the vocabulary related to the functions in this and all previous levels. B. Recognizes mechanical and structural elements that change or enhance meaning. C. Reads simplified materials for information. D. Readily reads with young children.	A. Writes multiple sentences in the form of: a. stories, b. personal, friendly letters, c. detailed phone messages, d. directions, e. forms and applications. B. Uses simple graphic organizers

## ELAA II PROFICIENCY STANDARDS

### LISTENING and SPEAKING

**Performance Conditions:** Learners at this stage of proficiency comprehend short conversations and interactions that are face-to-face with one person at a time or in small groups. The context of the conversations is familiar or clear and predictable. Learners at this stage initiate and sustain conversations, although they often speak with hesitation and rely on known vocabulary. Extended communications typically consist of a series of short, familiar structures. They rely on repetition, gestures and other nonverbal cues to sustain conversations. Circumstances of oral communications range from informal to more formal occasions, and audiences consist of small, familiar groups. Listening communications consist of moderately short monologues and dialogues on familiar, routine topics that are face-to-face, or video-or audio-mediated at a slow-to-normal rate. Learner's speech rate is slow to normal.

BEGINNING	APPROACHING	MET	EXCEEDS
1. <b>Makes excuses and apologizes</b> using <b>simple</b> vocabulary.  2. Gives <b>single-step directions</b> and commands.  3. <b>Responds</b> to basic comprehension questions from read aloud texts using <b>simple phrases</b> .	1. Makes excuses, apologizes, and <b>invites</b> using <b>limited</b> vocabulary.  2. Gives <b>one- to two-step</b> routine directions.  3. <b>Retells</b> information from text in a logical sequence, <b>using key words, phrases and simple sentences</b> .	1. <b>Describes obligations, complains, makes excuses, apologizes and invites</b> using <b>varied vocabulary and appropriate intonation</b> .  2. <b>Gives two- to three-step routine directions using appropriate intonation including simple references to time, location and movement</b> .  3. <b>Retells simple stories or events about routine activities or personal experiences, using logical organization and varied vocabulary</b> .	1. Describes obligations, complains, makes excuses, apologizes and invites using <b>accurate</b> and varied vocabulary.  2. Gives <b>multiple-step routine directions and instructions</b> , including appropriate intonation and accurate references to time, location and movement.  3. Presents coherent <b>personal narrative</b> that includes an <b>introduction, development and conclusion</b> .

## ELAA II PROFICIENCY STANDARDS

### READING

**Performance Conditions:** Learners at this stage of proficiency can comprehend the content of different genres of short text. Language in text is predominantly factual and literal. Narratives that are biographical or descriptive are often related to personal experience. Linguistic and stylistic means of expression remain simple and straightforward. Samples of text include stories, poems, newspaper articles, encyclopedia entries, and reports. The learner uses the functions, supporting grammar and mechanics of this and all previous levels.

BEGINNING	APPROACHING	MET	EXCEEDS
<ol style="list-style-type: none"> <li>1. <b>Alphabetizes</b> a series of words to the <b>first</b> letter.</li> <li>2. Recognizes <b>some</b> common, regular high-frequency words.</li> <li>3. Recognizes <b>structure</b> for common compound words (babysitter) and contractions (he's).</li> <li>4. <b>Responds orally</b> to stories read to them by answering simple questions using <b>isolated words</b> or strings of two-to three word responses.</li> <li>5. <b>Recognizes limited vocabulary</b> needed to check for understanding; identify similarities and differences; issue excuses, apologies, complaints, and invitations; and describe events and problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Alphabetizes</b> a series of words to the <b>second</b> letter.</li> <li>2. Recognizes <b>many</b> common, regular, high frequency words.</li> <li>3. <b>Sometimes</b> identifies base words that comprise compound words and contractions.</li> <li>4. Responds orally to stories by <b>answering factual comprehension</b> questions using <b>key words and short phrases</b>.</li> <li>5. <b>Recognizes ordinary and somewhat limited vocabulary</b> needed to check for understanding; identifies similarities and differences; issues excuses, apologies, complaints, and invitations; and describes events and problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses a dictionary, accompanied by illustrations, to find the meaning or spelling of a word.</li> <li>2. <b>Recognizes many common regular and irregular high frequency words (e.g. the, have, said, of).</b></li> <li>3. <b>Often identifies base words that comprise compound words and contractions.</b></li> <li>4. <b>Reads short (5-7 sentences) simple stories with illustrations on familiar everyday topics and responds to factual comprehension questions using key words, short phrases and some simple sentences.</b></li> <li>5. <b>Reads purposeful and somewhat varied vocabulary needed to check for understanding; identifies similarities and differences; issues excuses, apologies, complaints, and invitations; describes events and problem, and gives multi-step directions.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Uses a simple <b>thesaurus</b> to find synonyms and antonyms.</li> <li>2. Develops basic <b>sight vocabulary</b>.</li> <li>3. <b>Consistently</b> uses knowledge of base words to read compound words and contractions.</li> <li>4. Identifies <b>characters, setting and key events</b> of stories using key words, short phrases and sentences.</li> <li>5. <b>Reads accurate, extensive vocabulary</b> needed to check for understanding; identifies similarities and differences; issues excuses, apologies, complaints, and invitations; and describes events and problems.</li> </ol>

BEGINNING	APPROACHING	MET	EXCEEDS
<p>6. Recognizes the meaning of a <b>few</b> common prefixes and suffixes when attached to known vocabulary.</p> <p>7. <b>Occasionally</b> recognizes common synonyms and antonyms.</p> <p>8. Reads aloud <b>a</b> simple sentence on a familiar topic with accuracy, expression and appropriate phrasing.</p> <p>9. <b>Restates information</b> from expository text, using key words, short phrases and some simple sentences <b>with teacher support</b>.</p> <p>10. Locates <b>specific</b> information in plain language texts about events and descriptions of people, places and things.</p>	<p>6. Recognizes the meaning of <b>some</b> common prefixes and suffixes when attached to known vocabulary.</p> <p>7. <b>Sometimes</b> recognizes common synonyms and antonyms.</p> <p>8. Reads aloud <b>a series</b> of simple sentences on a relevant or familiar topic with some hesitancy.</p> <p>9. <b>Restates information</b> from text using key words, short phrases and some simple sentences.</p> <p>10. Finds specific <b>detailed</b> information in plain language texts (e.g. short news items, weather forecasts, sales promotion coupons and flyers).</p> <p>11. Identifies key information, and important details of simple explicit <b>one-to-two paragraph</b> texts.</p>	<p>6. <b>Uses common prefixes or suffixes to determine the meaning of unfamiliar words.</b></p> <p>7. <b>Often recognizes common synonyms and antonyms.</b></p> <p>8. <b>Reads aloud a brief passage (5-10 simple sentences) with accuracy, expression and appropriate phrasing.</b></p> <p>9. <b>Responds to basic comprehension questions about text, using key words, phrases and simple sentences.</b></p> <p>10. <b>Locates information in short business brochures, notices, form letters and flyers.</b></p> <p>11. <b>States the overall meaning of a work-related text.</b></p>	<p>6. <b>Adds</b> a common prefix or suffix to make a new, meaningful word.</p> <p>7. <b>Associates</b> same or opposite meaning(s) to words being read.</p> <p>8. Reads aloud <b>a passage</b> containing simple and complex sentences on <b>familiar or challenging topics</b> with accuracy, expression and appropriate phrasing.</p> <p>9. <b>Responds to comprehension questions</b> about text, using key words, phrases and sentences.</p> <p>10. Finds specific detailed information <b>in plain language texts and in charts and schedules</b></p> <p>11. <b>Identifies main idea, and key and supporting details</b> in work-related text.</p>

## ELAA II PROFICIENCY STANDARDS WRITING

**Performance Conditions:** Learner's at this stage of proficiency are able to express basic personal needs and compose passages on familiar, personally relevant topics, using vocabulary related to the functions, supporting grammar and mechanics for this level and the preceding levels. At this level, personal narrative writing is a focus. Basic vocabulary and structures in simple sentences and phrases are characteristic of learner writing at this level. Errors in spelling and grammar are frequent and characteristic of language production at this stage.

BEGINNING	APPROACHING	MET	EXCEEDS
<ol style="list-style-type: none"> <li>Writes <b>simple phrases and sentences on a familiar topic.</b></li> <li><b>Fills in a prepared</b> graphic organizer, and uses it to organize writings.</li> <li>Uses an illustrated dictionary to identify and verify vocabulary <b>with significant guidance.</b></li> <li>Writes, <b>with guidance,</b> a simple, personal note to convey a personal message.</li> <li>Takes <b>simple</b> phone messages (<b>name and phone number</b>).</li> <li>Fills out <b>simple</b> application forms <b>with basic personal information.</b></li> <li><b>Occasionally</b> applies spelling and punctuation rules related to the grammar and mechanics of this level.</li> </ol>	<ol style="list-style-type: none"> <li>Writes texts (with guidance) comprised of several simple sentences <b>focused on one main idea, with minimal organization.</b></li> <li>Uses graphic organizers, to organize writings, <b>with a lot of guidance.</b></li> <li>Uses an illustrated dictionary to identify and verify new vocabulary <b>with some guidance.</b></li> <li>Writes <b>a simple, personal note</b> to convey a personal message.</li> <li>Takes phone messages with <b>some detailed information (name, address, and phone number).</b></li> <li>Fills out application forms <b>with required detailed personal information.</b></li> <li><b>Sometimes</b> applies spelling and punctuation rules related to the grammar and mechanics of this level.</li> <li>Writes multi-step directions <b>with guidance.</b></li> </ol>	<ol style="list-style-type: none"> <li><b>Writes texts (to describe procedures or tell a story about events, self, family) comprised of several simple sentences focused on one main idea, organized around a topic sentence.</b></li> <li><b>Appropriately uses graphic organizers to organize writings, with some guidance (e.g., mind map, outline).</b></li> <li><b>Independently uses an illustrated dictionary to identify and verify new vocabulary.</b></li> <li><b>Writes a short friendly letter or note to convey a personal message (to express invitations, thanks, regrets) that is organized and uses a proper format (e.g., heading, greeting, closing, addresses).</b></li> <li><b>Takes phone messages with detailed information (name, address, phone number and short text).</b></li> <li><b>Fills out application forms with required information including past educational and work experience.</b></li> <li><b>Often applies spelling and punctuation rules related to the grammar and mechanics of this level (e.g., comparatives and superlatives, capitalization).</b></li> <li><b>Writes multi-step directions.</b></li> </ol>	<ol style="list-style-type: none"> <li>Writes texts comprised of several simple sentences <b>using a topic sentence, transitional words and a concluding statement.</b></li> <li><b>Independently</b> uses graphic organizers to organize writings.</li> <li><b>Uses a simple English dictionary with guidance.</b></li> <li>Writes a <b>short, detailed letter that conveys a clear message, includes varied simple sentences that flow smoothly, and is appropriate for audience and purpose.</b></li> <li>Takes phone messages with <b>detailed information, including basic directions.</b></li> <li>Completes <b>authentic</b> application forms that ask for abilities, <b>past educational and work experience and references.</b></li> <li><b>Consistently</b> applies spelling and punctuation rules related to the grammar and mechanics of this level.</li> </ol>



## ELAA II Sample Activities\*

### FUNCTION 1: Checks/indicates understanding

Supporting Grammar/Vocabulary	Community	
Modals <i>can, could, would, must, ought to, had better</i> in affirmative and negative  Past tense  Pronunciation: Intonation patterns appropriate to questions.	<b>Speaking/</b>	Learner retells a story, including description of the emotions of the characters.
	<b>Listening:</b>	Classmates show comprehension by summarizing the story and asking questions.
	<b>Writing:</b>	Learner presenter writes questions for the group about the presentation prior to retelling story.
	<b>Reading:</b>	Learners read the presenter's questions and answer them in oral or written form.

### FUNCTION 2: Identifies/states similarities/differences

Supporting Grammar/Vocabulary	Community	
Comparatives and superlatives ( <i>safe, safer, safest</i> ) or joined construction ( <i>more, less, most</i> )  Irregular adjectives: <i>good, better, best/bad, worse, worst</i>  Wh- questions: "...difference between..." "...like better..."	<b>Speaking:</b>	Learners practice questions and answers about various aspects of life in the United States versus life in their native countries.  "What do you like better about living in the United States than in your native country? What do you like better about living in your native country than in the United States?"
	<b>Writing:</b>	Learners write sentences comparing their hometowns to the city they live in now.
	<b>Reading:</b>	Learners read their sentences out loud to the group.
	<b>Listening:</b>	Learners listen to sentences and try to guess where a learner is from.

\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

## ELAA II Sample Activities\*

### FUNCTION 3: Excuses, apologizes/forgives

Supporting Grammar/Vocabulary	Family	
<p>Past tense: <i>I didn't mean to. It was my fault.</i></p> <p>Future tense: <i>I'll never do it again. It won't happen again.</i></p> <p>Modal in past: <i>could</i></p> <p><b>Vocabulary:</b> <i>sorry, mean to, fault</i></p>	<b>Speaking:</b>	Learners role-play apologizing to a family member. A: I'm sorry. I ate the rest of your cake. I thought it was for me. B: That's okay, but please ask me first next time.
	<b>Listening:</b>	Learners hear a series of apologies and excuses, e.g., Maria couldn't go to work today because... which they match with the corresponding picture.
	<b>Writing:</b>	Learners write a letter to family members apologizing and asking for forgiveness for a past offense.
	<b>Reading:</b>	Learners read each other's letters and make corrections and suggestions.

### FUNCTION 4: Complains

Supporting Grammar/Vocabulary	Workplace	
<p>Past and present perfect tense</p> <p>Adverbs of manner and sequence (<i>quickly, finally</i>)</p>	<b>Speaking:</b>	Learners take turns complaining about working conditions. Q: What are some problems where you work? A: I only work 6 hours a week. B: I work 10 hours and don't get overtime. C: I've been there 5 years and I trained a guy who's been there only 2 years and he got promoted recently.
	<b>Listening:</b>	Next, learners brainstorm as a large group a list of working conditions that need to be improved. Learners take turns going to the board to write down the complaints contributed by classmates.
	<b>Writing:</b>	Based on the concerns generated above, learners write a letter of complaint to a supervisor.
	<b>Reading:</b>	Learners read each other's letters.

\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

## ELAA II Sample Activities\*

### FUNCTION 5: Agrees/disagrees

Supporting Grammar/Vocabulary	Workplace	
Present tense in affirmative/negative  Yes/no questions  <b>Vocabulary:</b> <i>think, because, either/neither, too, so</i>	<b>Reading:</b>	Learners read a short passage about rules and responsibilities for workers, e.g., creating rules for the classroom.
	<b>Speaking:</b>	Learners discuss why they agree or disagree with the rules.
	<b>Writing/ Listening:</b>	Learners in groups write their own classroom rules that they read aloud to classmates. Discussion continues until a final version of classroom rules is agreed upon.

### FUNCTION 6: Extends/responds to invitations

Supporting Grammar/Vocabulary	Community	
Modals: <i>should, would, could</i> Want to/have to  Questions in affirmative/negative  Tag questions: <i>You're from Phoenix, aren't you?</i>  <b>Vocabulary:</b> <i>ever, never</i>  <b>Pronunciation:</b> Contractions: <i>couldn't, would've</i> Slang – <i>wanna, couldn't ja</i>	<b>Listening/ Speaking:</b>	Learners create a dialogue imagining two friends talking about a party. A: So, do you want to go to a party next weekend? B: Well, I should really get some work done around the house. A: Yes, or you could do that during the week, couldn't you?  Learners read aloud the dialogues they have created, using first common, then "slang" pronunciations where appropriate.
	<b>Reading:</b>	Learners make inferences about the level of familiarity or comfort between the speakers based on the dialogue they heard or read.  Learners read each other's dialogues.
	<b>Writing:</b>	Learners write sample small talk dialogues for a different situation, e.g., strangers on a bus, an acquaintance at the grocery store. Learners write in standard American English.

\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

## ELAA II Sample Activities\*

### FUNCTION 7: Describes events, problems and situations

Supporting Grammar/Vocabulary	Workplace	
Past tense	<b>Speaking:</b>	Learners verbally report an on-the-job accident to a supervisor.
Past progressive		
Yes/no questions	<b>Listening/ Writing:</b>	Learner listens to and writes up the accident report based on Learner's verbal information.
Clarification questions		
Pronunciation: /ed/, /t/, /d/ for past tense verbs	<b>Reading:</b>	Another learner reads the learner's written report and then verbally reports to the class the situation. Accuracy is checked by comparing it to the contents of the original report.

### FUNCTION 8: Expresses obligations

Supporting Grammar/Vocabulary	Family	
Modals: must, have to	<b>Listening/ Speaking:</b>	In small groups, learners will brainstorm what is required to register a child in school. Spokesperson from each group will report to class.
Possessive pronouns		
	<b>Writing:</b>	Learners will make lists of what is reported out.
Pronunciation: /ed/, /t/, /d/ for past tense verbs	<b>Reading:</b>	Learners will research what is required by going to their local school, and/or looking the information up on the Internet. Learners will report out and compare their new lists to the list they created in class.

### FUNCTION 9: Gives multi-step directions

Supporting Grammar/Vocabulary	Workplace/Technology	
Common 2-part phrasal verb ( <i>turn on/off; look at, etc.</i> )	<b>Speaking/ Listening:</b>	Learner describes a task, including multi-step directions, such as turning on, rebooting or shutting down computer. Classmates show comprehension by following directions.
Prepositions of direction and motion <i>into, out of, from, on, in, etc.</i>		
	<b>Writing:</b>	Learners write multi-step directions for completing a task.
	<b>Reading:</b>	Learners read and follow multi-step directions.

\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

**Standard: The adult English learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.**

### **ELAA III**

#### **Functions**

1. Identifies/describes hypothetical events, problems and situations
2. Provides/takes advice and suggestions
3. Identifies/states possibilities and probabilities
4. Describes past routines and abilities
5. Reminds/interrupts politely

#### **Supporting Grammar and Mechanics**

Applies knowledge of:

- a) Verbs in the affirmative, negative and interrogative of the present perfect and present perfect progressive tenses
- b) Present real conditional (If..., will....)
- c) Habitual past (e.g. used to, would)
- d) Reflexive pronouns
- e) Connectors (and, however, therefore, etc.) and related punctuation (colon, semi-colon)
- f) Common idioms (e.g. piece of cake)

The learner employs the functions, supporting grammar and mechanics of this and all previous levels with the following:

#### **Content Indicators:**

<b>LISTENING and SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
Analyzes presentations and social discourse in multiple contexts.	<p>A. Reads and comprehends short stories and descriptive passages that are related to the ESOL III functions and supporting grammar.</p> <p>B. Identifies basic story elements, cause/effect, fact/opinion.</p> <p>C. Locates information in graphic form.</p> <p>D. Reads and knows how to use reference materials such as dictionaries and thesauri, and simple computer technologies.</p>	<p>A. Writes texts, up to and including paragraphs, in the form of:</p> <ol style="list-style-type: none"><li>a. formal and informal letters,</li><li>b. hypothetical situations and solutions,</li><li>c. detailed messages,</li><li>d. short narratives.</li></ol> <p>B. Creates graphic organizers.</p>

## ELAA III PROFICIENCY STANDARDS

### LISTENING and SPEAKING

**Performance Conditions:** Learners at this stage of proficiency comprehend standard speech delivered in many settings, including various academic settings with some repetition and rewording. They are able to comprehend the main ideas and relevant details of extended discussions or presentations on a broad variety of general interest topics. They have mastered basic sentence structure and verb tenses but may have some difficulty with more complex structures. Learners' rate of speech is at a slow-to-normal rate.

BEGINNING	APPROACHING	MET	EXCEEDS
<ol style="list-style-type: none"> <li><b>Recognizes topics</b> in presentations when spoken slowly and with repetitions rephrasing and clarification.</li> <li><b>Occasionally</b> comprehends and follows multiple-step (four or more steps) instructions for familiar processes or procedures.</li> <li>Participates in social conversations held in pairs or in groups on immediate and future needs, wants, and plans, and familiar topics of personal reference using <b>limited vocabulary</b>.</li> <li>Contributes to classroom and small group discussions by <b>asking/answering questions and making comparisons</b>.</li> <li>Arranges phrases, clauses, and sentences into correct and meaningful patterns, showing some evidence of connected discourse, using <b>"and, but."</b></li> </ol>	<ol style="list-style-type: none"> <li><b>Retells basic facts</b> from presentations with contextual support (e.g., graphic organizers, posters, diagrams), repetition, rephrasing and clarification.</li> <li><b>Sometimes</b> comprehends and follows multiple-step (four or more steps) instructions for familiar processes or procedures.</li> <li>Participates in social conversations held in pairs or in groups by asking and responding to questions, providing advice or reminders, granting permission, describing past events and routines and posing hypothetical questions, using <b>somewhat limited vocabulary</b>.</li> <li>Contributes to classroom and small group discussions by asking/answering questions, <b>agreeing/ disagreeing with others</b> and making comparisons.</li> <li>Uses phrases and simple sentences, showing <b>some</b> evidence of connected discourse such as <b>,"and, but, "first, next, then, last."</b></li> </ol>	<ol style="list-style-type: none"> <li><b>Rephrases presentations, identifying the purpose, main idea, key words and idiomatic expressions.</b></li> <li><b>Often comprehends and follows multiple-step (four or more steps) instructions for familiar processes or procedures.</b></li> <li><b>Participates in social conversations held in pairs or in groups by asking and responding to questions, providing advice or reminders, granting permission, describing past events and routines, and posing hypothetical questions using varied vocabulary.</b></li> <li><b>Contributes to classroom discussions by giving suggestions, describing past events and expressing intentions.</b></li> <li><b>Uses phrases and sentences, showing some evidence of connected discourse such as "and, but, first, then, next, last, because, however, therefore."</b></li> </ol>	<ol style="list-style-type: none"> <li>Rephrases presentations identifying the purpose, main idea, key words, idiomatic expressions and <b>supporting details</b>.</li> <li><b>Consistently</b> comprehends and follows multiple-step (four or more steps) instructions for familiar processes or procedures.</li> <li><b>Opens, develops and closes extended social conversations</b> held in pairs or in groups by asking and responding to questions, providing advice or reminders, granting permission, describing past events and routines, and posing hypothetical questions <b>using precise and descriptive vocabulary</b>.</li> <li>Contributes to classroom discussions by giving suggestions, describing past events, <b>proposing hypothetical events</b> and expressing intentions.</li> <li>Uses phrases and sentences, showing <b>consistent</b> evidence of connected discourse such as <b>"and, but, first, then, next, last, because, however, therefore, although, yet, nevertheless."</b></li> </ol>

## ELAA III PROFICIENCY STANDARDS

## READING

**Performance Conditions:** Learners at this stage of proficiency can comprehend the content of many different genres of texts independently. They are able to detect the overall tone and intent of text. Language in text is predominantly factual and literal, with some abstract ideas. Most information is explicit; some is implicit so that some level of inference is required to comprehend the text. Narratives that are biographical or descriptive are often related to personal experience. Linguistic and stylistic means of expression in some texts can be complex. Samples of text include stories, poems, newspaper articles, encyclopedia entries, and reports. The learner uses the functions, supporting grammar and mechanics of this and all previous levels.

BEGINNING	APPROACHING	MET	EXCEEDS
<ol style="list-style-type: none"> <li><b>Recognizes limited</b> vocabulary needed to indicate and check understanding; gives and receives invitations and apologies, issues complaints, describes obligations, identifies similarities and differences, and describes events and situations.</li> <li><b>Seldom</b> recognizes another way to say something (e.g., synonyms, circumlocution).</li> <li><b>Recognizes some common roots and affixes</b> when attached to known vocabulary (e.g., wonderful, washable, pre-game, misbehavior).</li> <li>Determines the intended meaning of <b>a few</b> words with multiple meanings using word, sentence and paragraph clues.</li> <li>Uses dictionary accompanied by illustrations to find the meanings of <b>known</b> vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li><b>Recognizes ordinary and somewhat limited vocabulary</b> needed to ask for and give advice, suggestions, permission and reminders; describes past routines and events; describes hypotheticals; and states intentions, possibilities and probabilities.</li> <li><b>Sometimes</b> recognizes another way to say something (e.g., synonyms, circumlocution).</li> <li><b>Uses knowledge of root words (e.g. like, pay, or happy) and affixes (e.g., dis-, pre-, un-)</b> to determine the meaning of a <b>few</b> unknown words.</li> <li>Determines the intended meaning of <b>some</b> words with multiple meanings using word, sentence and paragraph clues.</li> <li>Uses dictionary accompanied by illustrations to determine meanings of <b>some</b> unknown words (e.g., words with multiple meanings, idioms).</li> </ol>	<ol style="list-style-type: none"> <li><b>Reads purposeful and somewhat varied vocabulary needed to ask for and give advice, suggestions, permission, and reminders; describes past routines and events; proposes hypotheticals; and states intentions, possibilities and probabilities.</b></li> <li><b>Often recognizes that the same thing has been said another way. (e.g., synonyms, circumlocution).</b></li> <li><b>Uses knowledge of root words and affixes to determine the meaning of many unknown words.</b></li> <li><b>Determines the intended meaning of many words with multiple meanings using word, sentence, and paragraph clues.</b></li> <li><b>Uses standard dictionary to determine meanings of some unknown words (e.g., words with multiple meanings, idioms) and a thesaurus to find synonyms and antonyms.</b></li> </ol>	<ol style="list-style-type: none"> <li><b>Reads accurate, extensive vocabulary</b> needed to ask for and give advice, suggestions, permission and reminders; describes past routines and events; proposes hypotheticals; and states intentions, possibilities and probabilities.</li> <li><b>Consistently</b> recognizes synonyms and circumlocution.</li> <li>Uses knowledge of root words and affixes to determine the meaning of <b>most</b> unknown words.</li> <li>Determines the intended meaning of <b>most</b> words with multiple meanings using word, sentence and paragraph clues.</li> <li>Uses standard dictionary to determine meanings of <b>many unknown words</b> (e.g., words with multiple meanings, idioms) and a thesaurus to find synonyms and antonyms.</li> </ol>

BEGINNING	APPROACHING	MET	EXCEEDS
6. Identifies the basic <b>sequence</b> of events and makes relevant predictions about stories.	6. Recognizes <b>simple analogies</b> and similes in literature and texts in content areas (e.g., "Fly like a bird").	6. <b>Demonstrates understanding of idiomatic expressions by responding to and using such expressions appropriately</b> (e.g., "Give me a hand," "Scared silly," "Piece of cake").	6. Determines the meaning of <b>figurative and metaphorical use</b> of words in context including idiomatic expressions (e.g., "Make a mountain out of a molehill," "Scratching at the window with claws of pine, the wind wants in." <i>Imogene Bolls, "Coyote Wind"</i> ).
7. Identifies basic story elements in a <b>short text on a familiar topic</b> such as main ideas and some key details of text.	7. Identifies the main ideas, key words and important details a <b>literary selection</b> .	7. <b>Identifies the purpose, main ideas, key words, and important details in text that requires some level of inference.</b>	7. Draws <b>valid conclusions about the purpose</b> and main ideas of text and the <b>author's position</b> regarding the subject of that text.
9. Comprehends and follows up to <b>five-step</b> written directions for classroom activities.	8. <b>Distinguishes cause from effect</b> in text.	8. <b>Identifies stated cause and effect relationships in text.</b>	8. <b>Compares and contrasts</b> elements in reading selections about the same topic.
	9. Comprehends and follows a <b>short set</b> of written instructions on routine procedures.	9. <b>Comprehends and follows a set of written multi-step instructions to perform routine procedures or answer questions.</b>	9. Comprehends and follows a set of written multi-step instructions to perform <b>routine procedures, answer questions or solve problems.</b>
	10. Identifies <b>persuasive words</b> in text used to influence readers' opinions and actions.	10. <b>Distinguishes facts from opinion in common persuasive text</b> (e.g., ads, product labels).	10. Identifies the <b>intended effect</b> of persuasive words and strategies to influence readers' opinions and actions.
11. Locates <b>two to three specific pieces of information</b> from publications (e.g. tables, course schedules, almanacs, cookbooks.)	11. Accesses and locates information through <b>table of contents, indexes and glossaries.</b>	11. <b>Accesses and locates information through table of contents, indexes, glossaries, titles, and headings and use of simple computer software</b>	11. Accesses and locates specific information from informational and functional text by using organizational features of text including contents, indexes, glossaries, titles, headings, <b>captions and key words, or resources on the Internet.</b>
		12. <b>Paraphrases main points of a story that includes a scenario.</b>	12. Identifies <b>character, plot, setting and conflict</b> in a story.



## ELAA III PROFICIENCY STANDARDS

### WRITING

**Performance Conditions:** Students at this stage of proficiency can write short texts using basic vocabulary and common language structures related to the functions, supporting grammar and mechanics for this level and the preceding levels. Personal experience narratives, expository writings and letters are a focus at this level. They can express ideas in the present, future, and past and present perfect tenses. Frequent errors are characteristic of this level especially when learners try to express thoughts that require more complex language structures. Circumstances range from informal to more formal occasions.

BEGINNING	APPROACHING	MET	EXCEEDS
<p>1. Writes texts of up to <b>one paragraph comprised of several simple sentences focused on one main idea organized around a topic sentence.</b></p> <p>2. Uses graphic organizers to organize writings <b>with a lot of guidance.</b></p> <p>3. Independently uses an <b>illustrated</b> dictionary to identify and verify new vocabulary.</p> <p>4. Writes short letters or <b>notes</b>, to convey an <b>informal message.</b></p> <p>5. Takes <b>short messages</b> (name, address, phone number) from phone calls.</p> <p>6. Demonstrates control over <b>simple</b> sentence patterns.</p> <p>7. <b>Occasionally</b> spells irregular verb forms correctly.</p> <p>8. <b>Occasionally</b> applies punctuation correctly for this level.</p>	<p>1. Writes texts of up to two paragraphs with a main idea with <b>some organization and word choices that are accurate but limited with little variation in sentence type.</b></p> <p>2. Uses graphic organizers to organize writings <b>with some guidance.</b></p> <p>3. Uses <b>simple</b> English dictionary to identify and verify new vocabulary with guidance.</p> <p>4. Writes short letters, formal and informal, <b>with limited details and some sense of audience.</b></p> <p>5. Takes detailed messages (name, address, phone number, <b>and short text from phone calls.</b></p> <p>6. Demonstrates control over simple sentence patterns using <b>compound subjects and/or verbs.</b></p> <p>7. <b>Sometimes</b> spells irregular verb forms correctly.</p> <p>8. <b>Sometimes</b> applies punctuation for this level correctly.</p>	<p>1. <b>Writes texts of up to two paragraphs with a clear introduction and organization, general supporting ideas, level appropriate vocabulary and functions (e.g., possibilities, probabilities) and some variety in sentence structures.</b></p> <p>2. <b>Independently uses graphic organizers to organize writings (e.g., mind maps, outlines).</b></p> <p>3. <b>Independently uses English dictionary or thesaurus to identify and verify new vocabulary.</b></p> <p>4. <b>Writes short, detailed letters, formal and informal (including job application letters, requests for assistance and information), that are organized appropriately to audience and have a clear purpose.</b></p> <p>5. <b>Takes detailed messages (names, addresses, numbers, dates, times, directions) from phone calls and/or voice mail.</b></p> <p>6. <b>Demonstrates control over simple sentence patterns and some complex sentences using compound subjects and/or verbs.</b></p> <p>7. <b>Often spells irregular verb forms correctly (e.g., past tense, past participles).</b></p> <p>8. <b>Often applies punctuation for this level correctly.</b></p>	<p>1. Writes a text containing two paragraphs <b>that support the main idea clearly with ample detail and include some variety in word choice and sentence structure.</b></p> <p>3. Independently uses an English dictionary/thesaurus in print and <b>on-line</b> to identify and verify new vocabulary.</p> <p>4. Writes detailed formal and informal letters.</p> <p>5. Takes detailed messages <b>including some instructions</b> from phone calls and/or voice mail.</p> <p>6. Demonstrates control over simple <b>and complex sentence patterns including variety in sentence length and structure.</b></p> <p>7. <b>Consistently</b> spells irregular verb forms correctly.</p> <p>8. <b>Consistently</b> applies punctuation for this level correctly.</p>

## ELAA III Sample Activities\*

### Function 1: Identifies/describes hypothetical events, problems and situations

Supporting Grammar/Vocabulary	Workplace	
Present conditional ( <i>If...will</i> )  Present perfect and present progressive  Modal, <i>could, would, should</i>  Clarification questions	<b>Writing:</b>	Learners generate a list of problem scenarios encountered at work.
	<b>Speaking/ Reading:</b>	Learners read problems and pose possible solutions for each one.
	<b>Listening/ Speaking:</b>	Class prioritizes solutions from most to least effective.

### FUNCTION 2: Provides/takes advice and suggestions

Supporting Grammar/Vocabulary	Family	
Yes/no and Wh- questions          Modals: <i>would, should, could, must, might, ought to, had better</i> in affirmative/negative	<b>Speaking/ Listening:</b>	Learner sits in a circle with a small group of classmates and describes a problem in his/her family. At the end s/he asks, "What should I do?" (Suggestion circle) Classmates listen, ask clarification questions and then each takes a turn offering advice, for example, "I think you should stay at your mom's house," or "You might try..."
	<b>Reading/ Writing:</b>	Classmates each write down a problem and swap with another learner. In pairs, learners read one another's situations and provide written advice. Learners circulate the problem descriptions, read the advice already given and add something new or agree with one listed.

### FUNCTION 3: Identifies/states possibilities and probabilities

Supporting Grammar/Vocabulary	Community	
Modals: <i>might, could, should, would</i>  Future tense: <i>will/going to</i>  <i>If...then</i> (will)  <b>Vocabulary:</b> <i>maybe, probably, more than likely</i>	<b>Speaking/ Listening:</b>	Learners create a phone conversation about making plans for the weekend. Learners answer true and false questions about the phone conversation they had.
	<b>Writing/ Reading:</b>	Learners read an unfinished story and make predictions about the ending in oral and written form.

\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

## ELAA III Sample Activities\*

### Function 4: Describes past routines and abilities

Supporting Grammar/Vocabulary	Workplace	
Habitual past  Reflexive pronouns  Adverbs of time, <i>before, after, now, when, then</i>	<b>Speaking/ Listening:</b>	Class brainstorms 2 lists of technological devices used in the workplace in the past and those used today. Class identifies job “clusters” (related occupations such as, construction or office related jobs). Learners form groups according to job clusters and practice orally using adverbs of time and the habitual past.
	<b>Writing/ Reading:</b>	Each group narrows down the list of devices/conveniences pertaining to its cluster. Groups, individuals or pairs compose a paragraph comparing how their work was done in the past Vs. how it is done now. Each group will read it orally to the class.

### FUNCTION 5: Reminds/interrupts politely

Supporting Grammar/Vocabulary	Family	
Past, Present perfect and present perfect progressive  Commands Modals <i>Should've = should of or shoulda</i> <i>Would've = would of or woulda</i>  Connectors  Expressions of conversation management: <i>“Excuse me. I’m sorry, but...”</i>	<b>Speaking:</b>	Parents are going away for the weekend. They give their teenage children instructions of chores and things that need to get done. Learners role-play this situation using grammar points; dialogue includes interruptions.
	<b>Writing:</b>	Learners write notes to their children/house sitter about what needs to be taken care of while they’re gone.
	<b>Reading:</b>	Learners read brochures about house safety and house sitter employment guides.
	<b>Listening:</b>	After speaking practice, learners “receive” a phone call from the homeowners who ask questions about the chores they wanted done. They answer using the supporting grammar and interrupters. Owner: Did you remember to water the plants? Sitter: No. I would've, but it rained. Owner: How about taking out the recycling? Sitter: Doesn't that happen tomorrow? Owner: No! You should've done it yesterday.  Show parts of video ( <b>Home Alone</b> or <b>Uncle Buck</b> ). After viewing, answer questions on a worksheet.

\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

**Standard: The adult English learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.**

## **ELAA IV**

### **Functions**

1. Infers, summarizes, and reports
2. Expresses regret, sympathy, empathy and gratitude
3. Expresses certainty, doubt, suspicion
4. Predicts
5. Follows “how-to” instructions

### **Supporting Grammar and Mechanics**

Applies knowledge of:

- a) Verbs in the affirmative, negative and interrogative of the past perfect, future perfect and future perfect progressive tenses
- b) Reported and quoted speech and related punctuation
- c) Embedded questions (*Do you know where the airport is?*)
- d) Tag and negative questions
- e) Present unreal conditional (*If..., would...*)
- f) Three part phrasal verbs (*e.g. get out of*)

The learner employs the functions, supporting grammar and mechanics of this and all previous levels with the following:

### **Content Indicators:**

<b>LISTENING and SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
A. Paraphrases personal, social and academic discourse.	A. Recognizes plot, setting and characterization.	A. Writes simple narratives, three to four paragraphs long, in the form of:
B. Comprehends detailed instructions.	B. Recognizes theme, main ideas and essential elements of text.	1. narratives,
C. Expresses complex emotions.	C. Reads directions, manuals, instruction books.	2. formal letters,
	D. Reads from the Internet.	3. summaries,
		4. creative passages.

## ELAA IV PROFICIENCY STANDARDS

### LISTENING and SPEAKING

**Performance Conditions:** Learners at this stage of proficiency comprehend standard speech delivered in most settings, including various academic groups -- small and large -- with some repetition and rewording. They are able to comprehend the main ideas and relevant details of extended discussions or presentations on a broad variety of general interest topics and technical discourse, including those that require some level of inference. Learners can comprehend subtleties and detect affective undertones in spoken language. They draw on a wide range of language forms, vocabulary, and idioms, and they can engage in extended conversations on a broad range of topics. They have mastered basic sentence structure and verb tenses but may have some difficulty with more complex structures. Learners' rate of speech is at a normal-to-fast rate.

BEGINNING	APPROACHING	MET	EXCEEDS
<ol style="list-style-type: none"> <li><b>Restates the gist</b> of oral discourse on personal, social or academic topics, although some repetition, rephrasing and contextual support is required.</li> <li><b>Comprehends</b> sets of instructions related to tasks on familiar processes or procedures.</li> <li><b>Responds</b> to open-ended questions asking for clarification (e.g. "Classes begin at 7:00pm, don't they?").</li> <li><b>Responds</b> to expressions of <b>sympathy, empathy, and gratitude</b> in socially and culturally appropriate ways.</li> <li><b>Prepares oral questions</b> to ask another learner about his or her interests, experiences and preferences.</li> </ol>	<ol style="list-style-type: none"> <li><b>Paraphrases main ideas and most important details</b> in oral discourse on personal, social, or academic topics, although a little repetition, rephrasing, and contextual support is required.</li> <li><b>Integrates a few</b> pieces of oral information to complete a task on familiar processes or procedures.</li> <li><b>Responds to and asks open-ended</b> questions to clarify and confirm (e.g. "You didn't come to class yesterday, did you?").</li> <li><b>Expresses sympathy, empathy, and gratitude</b> in socially and culturally appropriate ways.</li> <li><b>Briefly interviews</b> another learner about his or her interests, experiences and preferences and <b>reports on one</b> significant detail.</li> </ol>	<ol style="list-style-type: none"> <li><b>Summarizes main ideas and supporting details in oral discourse on personal, social, or academic topics with little repetition or rephrasing required.</b></li> <li><b>Integrates several detailed pieces of oral information to complete a task on familiar processes or procedures.</b></li> <li><b>Responds to and asks open-ended questions in order to clarify information</b> (e.g. "You have visited your aunt in the hospital, haven't you?").</li> <li><b>Expresses sympathy, empathy, gratitude and humor in socially and culturally appropriate ways</b></li> <li><b>Interviews another learner about his or her interests, experiences, and preferences and summarizes the responses.</b></li> </ol>	<ol style="list-style-type: none"> <li>Responds to requests for facts and explain some <b>inferred meanings</b> of a range of descriptive and narrative oral discourse on personal, social and academic topics</li> <li><b>Follows an extended set</b> of multi-step instructions on tasks for less familiar processes or procedures.</li> <li>Responds to and asks <b>complex open-ended questions</b> (e.g. "You wouldn't have done that if you had known, would you?").</li> <li>Expresses sympathy, empathy, gratitude and humor in socially and culturally appropriate ways , <b>including idiomatic expressions</b></li> <li>Interviews another learner about his or her interests, experiences, preferences and <b>opinions and evaluates his or her performance.</b></li> </ol>

## ELAA IV PROFICIENCY STANDARDS

### READING

**Performance Conditions:** Learners at this stage of proficiency read and obtain meaning from a wide range of texts. They use the same reading strategies as their native English-speaking peers to derive meaning from text. They are able to read a variety of authentic texts including newspaper and magazine articles, novels, poems, reports, editorials and opinion essays. Language in text is at an appropriate level for the general public. Context of text is relevant, but not always familiar and predictable. Language in text is literal and abstract, and explicit and implicit. Inference may be required to identify the writer's purpose or function of the text. The learner uses the functions and supporting grammar and mechanics of this and all previous levels.

BEGINNING	APPROACHING	MET	EXCEEDS
<ol style="list-style-type: none"> <li>1. <b>Reads limited</b> vocabulary needed to ask for and give advice, suggestions, permission and reminders; describes past routines and events; proposes hypotheticals; states intentions, possibilities and probabilities; and provides advice and suggestions.</li> <li>2. <b>Determines the effect</b> of affixes on root words.</li> <li>3. <b>Is aware</b> that words have denotative and connotative meanings.</li> <li>4. <b>Occasionally</b> determines the meaning of figurative language including similes (e.g. "fly like a bird"), metaphors, (e.g. The doctor inspected the injury with an eagle eye.") and personification of words.</li> <li>5. Determines the various meanings, pronunciation and syllabication of <b>words</b> by using a dictionary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reads ordinary and <b>somewhat limited</b> vocabulary needed to draw inferences, express various feelings, summarize/report on events and make predictions.</li> <li>2. <b>Sometimes</b> applies knowledge of common Greek and Latin roots and affixes (e.g. <i>anti</i>, <i>bene</i>, <i>auto</i>, <i>populous</i>) to understand content area vocabulary.</li> <li>3. <b>Sometimes</b> distinguishes between the denotative and connotative meanings of words.</li> <li>4. <b>Sometimes</b> determines the meaning of figurative language including similes, metaphors, personification and idioms.</li> <li>5. Determines the meanings, pronunciations, syllabication, <b>synonyms and antonyms</b> of words by using a dictionary.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Reads purposeful and somewhat varied vocabulary needed to draw inferences, express various feelings, summarize/report on events and make predictions.</b></li> <li>2. <b>Often applies knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.</b></li> <li>3. <b>Often distinguishes between the denotative and connotative meanings of words.</b></li> <li>4. <b>Often determines the meaning of figurative language, including similes, metaphors, personification and idioms.</b></li> <li>5. <b>Determines the meanings, pronunciations, syllabication, synonyms, antonyms and correct spellings of words by using a dictionary.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Reads and uses <b>accurate, extensive vocabulary</b> needed to draw inferences, express various feelings, summarize/report on events and make predictions.</li> <li>2. <b>Consistently</b> applies knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.</li> <li>3. <b>Consistently</b> distinguishes between the denotative and connotative meanings of words.</li> <li>4. <b>Consistently</b> determines the meaning of figurative language including similes, metaphors, personification and idioms.</li> <li>5. Determines the meanings, pronunciations, syllabication, synonyms, antonyms, <b>parts of speech and correct spellings</b> by using a dictionary.</li> </ol>

BEGINNING	APPROACHING	MET	EXCEEDS
<p>6. <b>Occasionally</b> distinguishes and interprets words with multiple meanings using word, sentence and paragraph clues such as definition, example, restatement or contrast to determine meaning.</p> <p>7. <b>Comprehends and follows</b> sequence of narration in popular newspaper and magazine articles and popular easy fiction.</p> <p>8. Distinguishes <b>fact from opinion</b> in persuasive text.</p> <p>9. Comprehends and follows a set of written multi-step instructions to perform <b>routine</b> procedures</p>	<p>6. <b>Sometimes</b> distinguishes and interprets words with multiple meanings using word, sentence and paragraph clues such as definition, example, restatement or contrast to determine meaning.</p> <p>7. <b>Describes</b> the actions of characters, the plot and its components in popular newspaper and magazine articles and popular easy fiction.</p> <p>8. Identifies <b>cause and effect</b> relationships (stated and implied) in text.</p> <p>9. Comprehends and follows a set of written multi-step instructions to perform routine and <b>less</b> routine procedures</p>	<p>6. <b>Often distinguishes and interprets words with multiple meanings using word, sentence and paragraph clues such as definition, example, restatement or contrast to determine meaning.</b></p> <p>7. <b>Identifies the theme of popular newspaper and magazine articles and popular easy fiction.</b></p> <p>8. <b>Summarizes main ideas and essential elements of text.</b></p> <p>9. <b>Uses information from text and text features to determine the sequence of activities needed to carry out a procedure.</b></p> <p>10. <b>Accesses several pieces of information in on-line electronic or print resources.</b></p>	<p>6. <b>Consistently</b> distinguishes and interprets words with multiple meanings using word, sentence and paragraph clues such as definition, example, restatement or contrast to determine meaning.</p> <p>7. <b>Draws conclusions</b> about the theme, characters, plot of popular newspaper and magazine articles and popular easy fiction.</p> <p>8. <b>Draws conclusions</b> and <b>expresses</b> own opinion about ideas in text.</p> <p>9. <b>Interprets details</b> from a variety of functional text designed to provide directions, solve a problem or answer a question.</p>

## ELAA IV PROFICIENCY STANDARDS

### WRITING

**Performance Conditions:** Learners at this stage of proficiency can write narratives, expository writings, formal business letters and creative passages using vocabulary related to the functions and supporting grammar and mechanics for this level and the preceding levels. They show good control of English morphology and the most frequently used grammatical structures. Learners can express complex ideas and use a wide range of vocabulary, idioms and a full range of verb tenses. Circumstances range from informal to more formal occasions.

BEGINNING	APPROACHING	MET	EXCEEDS
<ol style="list-style-type: none"> <li>Writes texts of up to <b>two</b> paragraphs with an introduction, general supporting ideas, level appropriate vocabulary and some variety in sentence structures.</li> <li>Writes short, <b>formal and informal</b> letters.</li> <li>Demonstrates <b>a little</b> control of complex sentence structures.</li> <li><b>Occasionally</b> applies punctuation for this level correctly.</li> <li>Conveys information from a table, graph or chart in a coherent paragraph <b>with great difficulty</b>.</li> </ol>	<ol style="list-style-type: none"> <li>Writes texts of up to <b>three</b> paragraphs, with an introduction, general supporting ideas, level appropriate vocabulary and functions and variety in sentence structures.</li> <li>Writes <b>short</b>, formal letters.</li> <li>Demonstrates <b>some</b> control of complex sentence structures.</li> <li><b>Sometimes</b> applies punctuation for this level correctly.</li> <li>Conveys information from a table, graph or chart in a coherent paragraph <b>with some difficulty</b>.</li> </ol>	<ol style="list-style-type: none"> <li><b>Writes texts of up to four paragraphs, with a clear introduction, general supporting ideas, logical transitions, a conclusion and variety in sentence structures.</b></li> <li><b>Writes detailed, formal letters (e.g. letters of recommendation) using business format.</b></li> <li><b>Demonstrates good control of complex sentence structures.</b></li> <li><b>Often applies punctuation for this level correctly.</b></li> <li><b>Summarizes and conveys information from a table, graph or chart in a coherent paragraph with little difficulty.</b></li> </ol>	<ol style="list-style-type: none"> <li>Writes compositions consisting of four paragraphs that provide clear and logically sequenced ideas supported by relevant details, varied and descriptive word choice, variety in sentence length and structure and an effective conclusion.</li> <li>Writes detailed, formal letters.</li> <li><b>Consistently</b> demonstrates control of complex sentence structures.</li> <li><b>Consistently</b> applies punctuation for this level correctly.</li> <li><b>Conveys</b> information from a table, graph or chart in a coherent paragraph.</li> </ol>



## ELAA IV Sample Activities\*

### FUNCTION 1: Infers, summarizes; reports;

Supporting Grammar/Vocabulary	Community	
<p>Reported speech</p> <p>Embedded questions</p> <p>Past tense</p> <p>Questions in affirmative/negative</p> <p>Adjectives</p>	<b>Listening/ Speaking:</b>	Half of the learners view a video clip of a crime and report to the rest of the class what happened and what was said. Or, show a video stopping before the end. Have learners guess who committed the crime and give their reasons.
	<b>Writing/ Reading:</b>	Half of the learners write up a description of the video clip and present it to the rest of the class. The class reads it and watches the clip to verify accuracy.

### FUNCTION 2: Expresses regrets, sympathy, empathy and gratitude

Supporting Grammar/Vocabulary	Community	
<p>Past, past perfect tenses</p> <p>Reported speech</p> <p>Embedded questions</p> <p>Vocabulary: <i>deceased, passed away, passed on, lost, survived by, preceded in death by</i></p>	<b>Reading:</b>	Learners read obituaries in the newspaper or on-line.
	<b>Listening:</b>	Learners listen to obituaries of famous people and guess who they are.
	<b>Speaking:</b>	Learners create a conversation between friends about the death of a friend, or famous person. Learners discuss the feelings they would have about the person.
	<b>Writing:</b>	Learners write a note to people who helped, attended or sent memorials.

### FUNCTION 3: Expresses certainty, doubt and suspicion

Supporting Grammar/Vocabulary	Community	
<p>Past perfect, future perfect in affirmative and negative</p> <p>Reported speech</p> <p>Embedded questions</p> <p>Expressions of certainty or doubt: <i>I doubt that...</i> <i>I bet that...</i> <i>I'm almost positive that...</i></p>	<b>Listening/ Speaking:</b>	Learners watch TV news commentaries on the presidential elections and learn about the electoral college. They discuss the electoral college? Why was it created? How many times has the electoral college conflicted with the popular vote? Do you think the college is necessary?
	<b>Writing/ Reading:</b>	Learners read about the role of the electoral college in presidential elections on the Internet. They also read post-election commentary on current and past elections. Learners write an opinion essay about the electoral college.

**\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

## ELAA IV Sample Activities\*

### FUNCTION 4: Predicts

Supporting Grammar/Vocabulary	Workplace	
Present unreal conditional tense ( <i>If...would</i> )  Future perfect and progressive tenses	<b>Reading:</b>	Give learners in small groups a “What would you do if” scenario related to a job they may be applying for. Learners read and comprehend the scenario, then brainstorm possible interview questions and responses and also questions that the job seeker would have.
Tag/open-ended and negative questions Three-part phrasal verbs ( <i>look forward to</i> )	<b>Listening/ Speaking:</b>	Learners role-play interview using questions and responses they generated from scenario. Learners develop a scoring system for responses. Learners listen to interview and discuss. Then learners predict whether interviewee will or will not get the job.
	<b>Writing:</b>	Teacher assists learners in generating a list of interview questions and questions regarding the future (e.g., “ <i>Where do you see yourself in 5 years? What is your greatest weakness and how do you plan to overcome it? If you found, after you took this job, that it wasn’t the right one for you, how would you handle it?</i> ” <i>Learners write scripts for interview.</i>

### FUNCTION 5: Follows “how-to” instructions

Supporting Grammar/Vocabulary	Workplace	
Commands	<b>Listening/ Speaking:</b>	Class listens to one another mentioning things they know how to do or what to learn how to do (changing a tire, playing a DVD). Learners make presentations or give instructions.
Present unreal conditional tense ( <i>If...would</i> )	<b>Writing:</b>	Learners write how-to instructions for tasks. (connecting or programming a VCR)
Embedded questions	<b>Reading:</b>	Other learners read the instructions and simulate following them as written.
Review multi-step directions (ELAA II)		

\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

**Standard: The adult English learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.**

## **ELAA V**

### **Functions**

1. Supports or refutes an opinion
2. Gives/responds to feedback
3. Persuades, mediates and negotiates
4. Identifies/states point of view
5. Gives/follows technical instructions (*e.g. programming a VCR, using the ATM, getting an email account*)

### **Supporting Grammar and Mechanics**

Applies knowledge of:

- a) Verbs in the affirmative, negative and interrogative of the past perfect progressive and future perfect progressive tenses
- b) Past unreal conditionals (*If..., would have...*)
- c) Root words, prefixes and suffixes to expand vocabulary
- d) Proverbial expressions (*e.g. A penny saved...*)
- e) Gerund and participial adjectives (*e.g. interesting vs. interested*)
- f) Passive voice
- g) Modals in past tense (*should have gone*)

The learner employs the functions, supporting grammar and mechanics of this and all previous levels with the following:

### **Content Indicators**

<b>LISTENING and SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
A. Identifies and uses complex oral discourse and its unspoken or hidden elements.	A. Reads a variety of text and interprets print media (magazine, novel, plays, etc.).  B. Evaluates and draws conclusions from central ideas and concepts.  C. Applies critical thinking skills to text.  D. Reads technical manuals and instructions.  E. Reads material on specific topics found on the Internet.  F. Uses roots, prefixes and suffixes.	A. Writes essays to: 1. tell a story (narrative), 2. give how-to instructions, 3. describe, 4. express an opinion or 5. persuade.  B. Writes resumes (functional and chronological).

## ELAA V PROFICIENCY STANDARDS

### LISTENING and SPEAKING

**Performance Conditions:** Learners at this stage of proficiency understand most standard speech. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics including unfamiliar and technical ones. Listening communications come in the form of lectures, debates, discussions and critiques. Learners are able to comprehend nuanced meaning represented by speech variations in stress, intonation, pace and rhythm. They engage in most communications with minimal errors. Learners have a high degree of fluency and accuracy when speaking on topics that are abstract and not personal. Although learners may make errors with some language forms, the errors do not interfere with meaning.

BEGINNING	APPROACHING	MET	EXCEEDS
<ol style="list-style-type: none"> <li><b>Paraphrases main ideas</b> of several general conversations or academic presentations on <b>familiar topics</b>.</li> <li><b>Identifies</b> something about the emotional state of the speaker from the tone and intonation of the discourse.</li> <li><b>Recognizes appropriate register</b> used in formal and informal situations.</li> <li><b>Prepares and delivers</b> a short oral report in a content area.</li> <li><b>Follows</b> multi-step technical instructions to carry out a <b>familiar</b> process.</li> </ol>	<ol style="list-style-type: none"> <li><b>Summarizes main ideas and supporting details</b> of several general interest conversations or academic presentations on <b>familiar topics</b>.</li> <li><b>Identifies the emotional tone and register (e.g. private vs. public voice)</b> of oral discourse.</li> <li>Recognizes and <b>uses</b> the different registers used in formal and informal situations.</li> <li>Delivers an <b>impromptu</b> speech on a particular subject that is organized and tailored to the audience.</li> <li>Follows multi-step technical instructions to carry out an <b>unfamiliar</b> process.</li> </ol>	<ol style="list-style-type: none"> <li><b>Compares and contrasts main ideas and supporting details from several general interest conversations or academic presentations on familiar and unfamiliar topics</b></li> <li>Interprets the “unspoken” emotion or mood of a speaker, and infers speaker’s bias, such as sarcasm or irreverence.</li> <li><b>Recognizes irony, sarcasm and humor in a variety of interactions.</b></li> <li><b>Delivers an impromptu speech on a particular subject that persuades, mediates or negotiates and is tailored to the audience.</b></li> <li><b>Gives and follows multi-step technical instructions, such as programming a DVD player.</b></li> </ol>	<ol style="list-style-type: none"> <li>Gives <b>point of view</b> on general interest conversations or academic presentations on familiar and unfamiliar topics heard in a variety of <b>regional accents</b>.</li> <li>Interprets the <b>situation, relationship, attitudes, and mood</b> of participants in a discourse or an interview, and <b>summarizes</b> the information presented.</li> <li>Recognizes and <b>interprets</b> humor in a political cartoon, situation comedy or a joke.</li> <li>Prepares and delivers a speech <b>defending a point of view or presenting a specific proposal</b> that is organized, suited to the audience and employs <b>resource materials</b>.</li> <li>Gives and follows multi-step instructions in an <b>extended set of technical directions</b>, such as hooking up a personal computer.</li> </ol>

## ELAA V PROFICIENCY STANDARDS

## READING

**Performance Conditions:** Learners at this stage of proficiency are able to read and draw meaning from a wide range of authentic texts, in all styles and forms, including literature and technical text. Language in text can be linguistically complex, but with clear underlying structures. Inference is often required to comprehend the text. Examples of text are expository and persuasive essays, policy and problem-solution papers, research papers, novels, plays and poetry. The learner uses the functions and supporting grammar and mechanics of this and all previous levels.

BEGINNING	APPROACHING	MET	EXCEEDS
<p>1. <b>Reads limited</b> vocabulary needed to ask/respond to questions, express feelings, summarize/ report on events, make suggestions, describe past events, predict future events, propose hypotheticals and express intentions and possibilities.</p> <p>2. Comprehends <b>sufficient key content and descriptive vocabulary</b> to understand many stories of general popular interest</p> <p>3. <b>Occasionally</b> determines the meaning of vocabulary using common Greek and Latin roots (e.g. post, aqua, tri, bi).</p> <p>4. <b>Occasionally</b> determines the meaning of some figurative language, including similes, personification and idioms in literary text.</p> <p>5. Determines the various <b>meanings, pronunciation and syllabication</b> of words by using a dictionary.</p>	<p>1. <b>Reads ordinary and somewhat limited</b> vocabulary needed to give and respond to feedback, support or refute an opinion, analyze a point of view, persuade others and mediate conflicts.</p> <p>2. Comprehends sufficient key content and descriptive vocabulary, <b>idioms and colloquial expressions</b> in order to interpret many stories of general interest.</p> <p>3. <b>Sometimes</b> determines the meaning of vocabulary using common Greek and Latin roots (e.g. video, mega, minus,).</p> <p>4. <b>Sometimes</b> determines the meaning of some figurative language, including similes, personification and idioms in literary text.</p> <p>5. Determines the meanings, pronunciation, syllabication, <b>synonyms, antonyms, parts of speech and correct spellings</b> by using general and specialized dictionaries.</p>	<p>1. <b>Reads purposeful and somewhat varied</b> vocabulary needed to give and respond to feedback, support or refute an opinion, analyze a point of view, persuade others and mediate conflicts.</p> <p>2. <b>Comprehends an expanded range of conceptual language, including idioms and colloquial expressions in order to interpret print material.</b></p> <p>3. <b>Often determines the meaning of content area vocabulary using an expanded range of Greek and Latin roots and affixes.</b></p> <p>4. <b>Often determines the meaning of some figurative language, including similes, personification and idioms in literary text.</b></p> <p>5. <b>Determines the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech and correct spellings by using dictionaries, thesauri, and glossaries.</b></p>	<p>1. Reads <b>accurate, extensive vocabulary</b> needed to give and respond to feedback, support or refute an opinion, analyze a point of view, persuade others and mediate conflicts.</p> <p>2. <b>Interprets</b> idiomatic expressions, colloquialisms, culturally embedded verbal humor and sarcasm</p> <p>3. <b>Consistently</b> determines the meaning of content area vocabulary using an expanded range of Greek and Latin roots and affixes.</p> <p>4. <b>Consistently</b> determines the meaning of some figurative language, including similes, personification and idioms in literary text.</p> <p>5. Determines the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech and correct spellings by using dictionaries, thesauri, glossaries, <b>CD-Rom and the Internet.</b></p>

BEGINNING	APPROACHING	MET	EXCEEDS
<p>6. <b>Finds general information and specific details in authentic, multipurpose texts</b>, (e.g. daily newspaper, short stories, popular novels and sections of textbooks).</p> <p>7. <b>Compares and contrasts</b> original text to a summary for accuracy.</p> <p>9. Distinguishes <b>fact from opinion</b> in persuasive text.</p> <p>10. <b>Follows, explains and paraphrases instructions</b> of compliance.</p>	<p>6. Grasps the meaning of text and <b>paraphrases or summarizes</b> key points in various texts.</p> <p>7. Compares and contrasts the organizational structures of various texts (cause and effect, logical order, problem-solution).</p> <p>8. <b>Recognizes techniques</b> authors use to achieve their purposes.</p> <p>9. Distinguishes fact from opinion in text <b>providing some supporting evidence</b> from text.</p> <p>10. <b>Completes a multi-step, unfamiliar process</b> or procedural task.</p>	<p>6. <b>Draws conclusions and expresses own opinion about ideas in text including evaluating the ideas in text.</b></p> <p>7. <b>Compares and contrasts the central ideas and concepts from selected readings on a specific topic.</b></p> <p>8. <b>Explains how authors use techniques to achieve their purposes.</b></p> <p>9. <b>Evaluates the facts and other details that support the author's argument regarding a particular idea.</b></p> <p>10. <b>Comprehends and follows formal instructions for a process or procedure that requires integration or synthesis of several pieces of information.</b></p>	<p>6. <b>Uses inferences</b> to integrate several specific pieces of information across paragraphs or sections of text.</p> <p>7. <b>Synthesizes information</b> from multiple sources to solve problems or draw conclusions.</p> <p>8. <b>Evaluates effectiveness</b> of techniques authors employ for specific purposes.</p> <p>9. Evaluates the elements of the author's argument and <b>identifies inferences or fallacies in expository or persuasive text.</b></p> <p>10. <b>Identifies factual and implied meanings</b> in statements of rules, regulations and laws</p>

## ELAA V PROFICIENCY STANDARDS

### WRITING

**Performance Conditions:** Learners at this stage of proficiency write varied, multi-paragraph essays that may be of a specialized or technical nature to relate a sequence of events, tell a story, give “how-to” instructions or to describe a person, object, scene, procedure or routine. They use vocabulary related to the functions and supporting grammar and mechanics for this level and the preceding levels. They are approaching fluency in writing and begin to use the subtleties of written language, although they may make minor errors. Circumstances range from informal to more formal writing in all genres.

BEGINNING	APPROACHING	MET	EXCEEDS
<p>1. Demonstrates <b>minimal</b> knowledge of the writing process.</p> <p>2. Writes simple <b>essays</b> of up to <b>four</b> paragraphs long that may lack organization, focus and/or awareness of audience.</p> <p>3. <b>Lists</b> information relating to resumes.</p>	<p>1. Demonstrates <b>some</b> knowledge of the writing process.</p> <p>2. Writes simple essays of up to four paragraphs that <b>provide some organization and logic in sequencing ideas</b> although there is some digression and over-elaboration and/or minimal awareness of audience.</p> <p>3. <b>Organizes and writes</b> simple resumes.</p>	<p>1. <b>Demonstrates knowledge of writing process by using graphic organizers, editing and research techniques, revising and writing resources.</b></p> <p>2. <b>Writes five paragraph essays that are clearly organized, develop and support a main idea or argument, use word choices that enhance meaning, exhibit a variety of sentence structures (e.g. technical instructions, opinions) and demonstrates an awareness of audience.</b></p> <p>3. <b>Writes chronological and functional resumes (including objectives, work experience, educational background and references).</b></p>	<p>2. Writes <b>concise</b> 5 paragraph essays that are clearly organized, develop and support a main idea <b>with ample and varied details, effective language</b>, word choices that enhance meaning and exhibit a variety of sentence structures.</p> <p>3. Writes <b>detailed</b> resumes.</p>

## **ELAA V Sample Activities\***

### **FUNCTION 1: Supports or refutes an opinion**

<b>Supporting Grammar/Vocabulary</b>	<b>Community</b>	
Present perfect	<b>Writing:</b>	The learner writes a descriptive paragraph of a picture (one of four brought in by teacher)
Present perfect progressive		One learner reads aloud his description to the class.
Yes/no questions	<b>Speaking/ Reading:</b>	The class listens to the description and chooses the correct picture. The learners tell what words helped them to choose the picture.
Clarification questions		
	<b>Listening/ Speaking:</b>	

### **FUNCTION 2: Gives/responds to feedback**

<b>Supporting Grammar/Vocabulary</b>	<b>Workplace</b>	
Present and past real conditionals	<b>Speaking/ Listening:</b>	Learners role-play a supervisor talking to a worker about his/her performance. The boss thinks the person is a good worker, but works too slowly. The worker has to respond. (Performance review)
Past perfect tense		Learners in other groups listen to the role-play and give feedback.
Modals in past	<b>Writing:</b>	Learners write feedback to worker as if they were a supervisor.
	<b>Reading:</b>	In groups, learners read the feedback about their performance.

**\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**



## ELAA V Sample Activities \*

### FUNCTION 3: Persuades, mediates, negotiates

Supporting Grammar/Vocabulary	Community	
Negative questions ( <i>Why don't you...</i> )  Past unreal conditional ( <i>If...would have....</i> ) Modals in past tense ( <i>should have done</i> )  Proverbial expressions: ( <i>Let sleeping dogs...</i> ) Gerund and participial adjectives	<b>Listening/ Speaking:</b>	Teacher reads part of a story about a controversy between neighbors, e.g., a barking dog problem, but does not read the ending. Each learner predicts his/her own ending to the story. Learners role-play mediation between the two neighbors around the issue of the barking dog. Afterwards, learners return to the predictions to compare them to the results of the role-play.
	<b>Writing:</b>	Learners write a story about a conflict they had with another person, but omit how the conflict was resolved.
	<b>Reading:</b>	Learners read or hear the stories written by their classmates and offer solutions to resolve the conflict. "Have you tried...?" "Why don't you try talking to...?" After solutions are suggested, the author can tell the rest of the story about resolving this conflict.

### FUNCTION 4: Identifies/states point of view

Supporting Grammar/Vocabulary	Community	
Past perfect progressive  Gerund and participial adjectives Passive voice  Modals in past tense	<b>Reading:</b>	Learners view a picture and read about an accident or tragedy.
	<b>Listening/ Speaking:</b>	Learners form questions and answers about the picture. <i>What happened? How could it have been prevented?</i> Learners role-play "testimony" from people involved in accident and witnesses. Classmates listen to testimony.
	<b>Writing:</b>	Learners write about the accident from the point of view of the people involved and from the point of view of witnesses.

### FUNCTION 5: Gives/follows technical instructions

Supporting Grammar/Vocabulary	Community	
Gerund and participial adjectives  Root words, prefixes and suffixes	<b>Reading:</b>	Learners read directions for using an ATM machine.
	<b>Listening/ Speaking:</b>	Class is divided into three groups. One group gives oral directions on how to use the ATM. Second group simulates using the ATM following these directions.
	<b>Writing:</b>	Third group writes down directions as they are given.

\*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

## GLOSSARY OF TERMS

**adjective** – a word that describes a noun; often answers the question “What kind of...?” (The *big* dog.)

**adverb** – a word that describes a verb, an adjective or another adverb. Some types of adverbs are:

- a. frequency - always, usually, often, sometimes, seldom, never, . . . .
- b. manner - slowly, quickly, carefully, happily, sadly, . . . .
- c. time - after, before, when, while, since, until, . . . .

**affirmative verb forms** - regular or positive forms (I eat pizza. He eats tacos.)

**affix** – a meaningful form that is attached to a word to make a more complex word (*un* + kind + *ness*); a word part that is added to a base word that changes the meaning or the part of speech; both prefixes and suffixes are affixes.

**antonym** - a word of opposite meaning; ex. “hot” and “cold” are antonyms

**article** – a function word that specifies whether a noun is definite (the) or indefinite (a,*an*)

**authentic material** - material (aural, oral, written, visual) that is actually used in a situation, usually the same as a native speaker would use (application forms, newspaper clippings and articles, radio programs, news broadcasts, . . . .)

**autobiography** – a biography of a person told or written by him/herself

**auxiliary verb** – a verb that accompanies another verb and is used to express person, number, mood, or tense (ex: is, were, can, do, doesn't, should, have)

**Auxiliary** verbs or helping verbs such as *will, shall, may, might, can, could, must, ought to, should, would, used to, need* are used in conjunction with **main verbs** to express shades of time and mood.

**basic features of a text** - the different parts of a book: title page, contents page, glossary, index

**basic personal information** - name, address, city, state, zip, phone number, age, nationality, marital status, social security number . . . .

**basic survival situations** - situations that require the use of the language to communicate the wants, needs and desires of the student, such as talking to the landlord, child's teacher, people at the store, the boss, others at work, emergency services, doctors . . . .

**biography** – the story of a person's life as told or written by someone else

**characters** - the actors in a story

**circumlocution** – the use of more words than is necessary to express an idea; finding another way to say something using known vocabulary; to talk around a subject

**colloquial speech** - used in familiar and/or informal conversation or writing

**complex sentence** – a sentence consisting of more than one clause, especially including a dependent clause *The man who is walking down the street is my father.*

**compound sentence** – two complete sentences joined with a conjunction *Either you will learn it now or you will learn in a year from now.*

**conjunction** - a word used to join thoughts: *and, but, or, however*

**content or context clues** - information found in the material that helps decide the meaning of a word or phrase

**conditionals (if clauses)** - forms used to state a cause and effect event or situation; state a situation that will cause a particular result

Present/future real or Conditional 1 is used when the action of the if-clause is probable. If + present, will + root form of the verb. *If it rains, I will go home early.*

Present/future unreal or Conditional 2 is used when the action of the if-clause is improbable or unlikely. If + past, would(could, should) + root form of the verb. *If I had a million dollars, I would quit my job.*

Past/unreal or Conditional 3 is used when the action of the if-clause is impossible. If + past perfect, would have + past participle of the verb. *If I had grown to 10 feet, I would have had a lucrative NBA contract.*

**cultural allusion** - implied reference to a specific culture; something that is generally known within a culture

**decode** - use various strategies (phonics, content or context clues, root word, . . .) to find a meaning or pronunciation for a word. The reader locates cues such as letter-sound correspondences in a word that reveal enough about it to help in pronunciation or attaching meaning to it.

**degrees of comparison – used with adjectives and adverbs**

**positive or simple form of the modifier expresses no comparison**

**comparative** - the “-er” or “more/less\_\_\_\_\_” form of the word represents an increase or decrease of the positive form; it is used to make a specific comparison between two things. (He is bigger than she. She is more talkative than her friend. He drives more quickly than others.)

**superlative** – the “-est” or “most/least \_\_\_\_\_” form of the word indicates the greatest (or least) degree among three or more things. (She is the most talkative student in the class. He drives the fastest of all the racers.)

**demonstrative** – a word that indicates a particular thing or things that are near or far; includes demonstrative adjectives (*this* girl, *those* apples) or demonstrative pronouns (*this*, *that*, *these*, *those*)

**derivation** - formation of a word from a related word base, or the identification of a word’s historic origin

**descriptive passage** - a brief written account describing something

**dialogue** - usually a formalized or directed conversation focusing on a specific language form using authentic situations

ELAA – English Language Acquisition for Adults The process by which the listening/speaking, reading, writing, functions, grammar and mechanics of the English language are taught to adults who speak languages other than English.

**ESL/ESOL** - English as a Second Language or English for Speakers of Other Languages ESOL identifies who our learners are.

L1- language one- the first language of the student, the one they speak at home, the heritage language

L2- language two- the second language of the student, the one they are learning, the target language

**embedded questions** - used when questions begin with, “Do you know . . . .” “Could you tell me....” Sentences containing embedded questions will change word order. (Do you know when the movie starts? Could you tell me where the bank is?)

**expository** – to explain or convey information, explanatory; tell how to; tell purpose

**extemporaneous** - not planned before, impromptu

**false start** - when a student begins to speak but stops and restarts using a more correct form

**familiar** - information the student has learned from previous lessons or knows from life experience vs. unfamiliar- new subject or topic for student, no previous teaching or lessons

**fluency** - how fluid the language is; the natural flow of the language-effortless, smooth and rapid; read and /or speak with ease, expression and automaticity in a manner that supports comprehension

**functional text** - written material with a special purpose

**gerund** - the *-ing* form of the verb that is used as a noun(sitting, eating, talking) *Talking on the phone is a teenager's main occupation.*

**group or pair work** - when students work in pairs or small groups to practice skills, such as a dialogue, describing something, asking for information . . . .

**habitual past** - see TENSES

**homographs** – words that are spelled alike but are different in meaning and pronunciation (the noun *conduct* and the verb *conduct*; or the noun *lead* and the verb *lead*)

**homonym** - spelled and pronounced alike but different in meaning [pool (to combine), and pool (such as a swimming pool)]

**homophones** - pronounced alike but different in meaning and spelling (son/sun; ewe/you)

**idiom** or **idiomatic expression** - a sequence of words that is a single unit of meaning different from what the words actually say, usually understandable within a particular culture, language or group of people. (kick the bucket = die)

**imperative** - see TENSES

**infer (inference)** - guess, surmise, suggest, conclude or derive a conclusion

**inflection** - change in voice or pitch during speech; a change in the form of a word indicating grammatical features such as number, person or tense.

**informational text** - written material that gives information to the reader

**interpret** - gather the information correctly from the material; explain and understand the material

**interrogative verb forms** - question forms (Are you married? Do you eat pizza?)

**intonation** - the contrastive use of pitch in speech

**irregular formation** - forms that do not align with the rules

**jargon** - the technical language of a special field

**language functions** - the different ways the language can be used such as greeting, describing, giving directions, expressing emotions, clarifying, checking, making excuses

**main ideas** - the central topics or point

**mechanics** - punctuation, capitalization and other rules of writing, spelling, vocabulary use

**modals** – auxiliaries that describe mood or ability (can, could, may, might, should, will, would, must, ought). Modal verbs are used to express ideas such as possibility, intention, obligation and necessity.

**monitor** - to watch, check, guide, observe and assist

**narrative passage** - a brief recitation of details of a story or a series of events in either written or oral format

**negative verb forms** - forms that say "no" (I don't eat tacos. He didn't eat pizza.)

**noun** – a person, place, thing, idea or concept

- a. count – nouns that can be counted (dog, dogs) and take *many*
- b. mass – nouns that can't be counted. They use a singular verb or take *much* (The *air* is humid. The *water* is cold. This tea has too *much* sugar.)
- c. collective – nouns that name a group of people or things as one unit. They can be singular or plural. (family/families, band/bands, team, public) (The team is on its way to victory. This family has four members. The families of the team members are at the airport).

**numerals** - numbers

**paraphrase** – to state the same idea in a different way or with different words; to reword

**passage** - a brief portion or section of a reading

**passive voice** - the form used when the action is more important than who did it or it is understood who did it (John built the house in 1955. (*active*) vs. This house was built in 1955.(*passive*) Mary can solve the problem vs. The problem can be solved.) Formed by using some form of the verb “to be” and the past participle of the main verb.

**Phoneme** – the smallest unit of sound within a word that distinguishes one word from another; ex. fat vs. bat [f] and [b] are phonemes.

**Phonemic awareness** – the ability to hear, identify, and manipulate the individual sounds in speech

**phonetically decode** - use information about the sound/symbol correspondence to understand and pronounce a new word while reading

**phonics** – the study of the relationship between letters and the sounds they represent

**phonological cues** - pronunciation patterns as well as stress and intonation patterns for words and sentences

**phrasal verb** - a verb consisting of content verb plus a preposition

- a. two part – get up, look out, drop off
- b. three part – catch up with, brush up on, come down with

**pitch** - the highness or lowness of a sound

**plot** - the main story line

**possessive** - a word that indicates ownership

- a. adjective – my, your, his, her, their

- b. pronoun – mine, yours, his, hers, theirs
- c. 's – John's, the cat's

**prefix** - an affix that is added to the beginning of a word to alter meaning (*unhappy*)

**pre-reading activities** - activities that help the student to comprehend the reading material by explaining the vocabulary, discussing the major point or ideas, going over grammar points, author's point of view, etc.

**pre-teach** - teacher teaches the vocabulary, grammar point or subject matter before actual activity takes place

**prepositions** – connecting word; a word that shows the relationship of a noun or pronoun to some other word in the sentence.

- a. time – in, on, at *I'll see you at 3:00 on the first Sunday in May.*
- b. place – in, on, at, between, under, over, etc. *The book is on the table, between the lamps.*

**prompt** - to assist the student in starting to speak or write, or correcting their speech by indicating errors and/or by making suggestions

**pronouns** - word used to take the place of a noun

- a. subject- I, you, he, she, it, we, they
- b. object- me, you, him, her, it, us, them
- c. possessive- mine, yours, his, hers, ours, theirs
- d. demonstrative- this, that, these, those
- e. indefinite- all, any, both, each, either, everyone, many, none, several
- f. reflexive- myself, yourself, himself, herself, itself, ourselves, themselves

**reported speech** - used to report what someone has said. (She said that she watched TV every night.)

**rhythm** - the perceived regularity of prominent syllables during speech

**role play** - situation activity where each student is given a role to play, can be general role (student, salesperson, reporter, . . . .) or specific (Michael Jackson, John Wayne, Madonna, . . . .)

**roots** - the base form of a word (*mean, meaning, meaningful, meaningfulness*)

**setting** - the place where a story takes place, background, scenery

**simplify** – to make less complicated; to use easier, more familiar or shorter words

**small talk** - everyday conversations of minor importance, such as asking about health, work, school, family, the weather, sports

**sound out** - to use phonics to decode a word

**stress** - the degree of force with which a syllable is uttered. Syllables may be stressed or unstressed in varying degrees.

**structural analysis** - determine the different types of words (noun, verb, adjective, adverb) the parts of words (prefix, suffix, endings, root)

**subject pronouns** - see PRONOUNS

**suffix** - an affix that is added to the end of a word to alter meaning (*blissful*)

**summarize** - to state the main points or topics briefly

**supporting details** - the examples that reinforce the main idea

**syllabication** - the division of words into syllables; division of a word into small parts. Not dependent on meaning

**synonym** - word that has the same or similar meaning as the given word

**tag question** - a question added at the end of a sentence usually to make sure information is correct (He is from Mexico, isn't he?)

**TENSE** – the characteristic of a verb that indicates time

**future tense** - the tense that is used for future actions

- a. WILL - for uncertainty and offers -Maybe I will go to Hawaii on my next vacation.
- b. GOING TO- for known or somewhat planned actions - I am going to Hawaii in June with my family.

**future perfect tense** - the tense that is used for actions that will continue up to a time in the future (I will have been in Phoenix for 35 years in May.)

**future perfect progressive (continuous) tense** - the tense that is used to state the duration of an action that will be in progress before another time in the future. (I will have been sleeping for 2 hours by the time he gets home.)

**future progressive tense** - the tense that is used for stating what will be happening at a certain time in the future (At 10:30 tomorrow he will be working.)

**habitual past** - the tense that is used for describing actions that were a regular occurrence in the past. Uses both *used to* and *would*. (I used to wake up late. I would wake up late every day.

**imperative verb form** - command (Sit down!)

**past tense** - the tense that is used for completed actions in the past (I ate the pizza yesterday. He went to the movies last night.)

**past perfect tense** - tense that is used for an action that happened before another past action (When I arrived, they had already eaten.)

**past perfect progressive (continuous) tense** - the tense that is used to say how long something had been happening before something else. (They had been playing for 30 minutes when the storm hit.)

**past progressive (continuous) tense** - the tense that is used for actions that were happening at a certain time (I was eating when you called. They were working at 2:30 yesterday afternoon.)

**present tense** - the tense that is used for every day, usual and habitual actions (I eat pizza on Friday. He often eats tacos.)

**present perfect tense** - the tense that is used for the unfinished past or the action that started in the past and continues till the present (I have lived in Phoenix since 1964. He has been in class for two months.)

**present perfect progressive** - the tense that is used to state the duration of an action that began in the past and continues to the present. (I have been sitting here since 7. I've been thinking of you all day.)

**present progressive (continuous) tense** - the tense that is used for at the moment or temporary actions (I am typing right now. I am reading a book about world languages.)

**tone** - the overall feeling or effect created by the pitch, rhythm, volume and/or choice of words

**word/sentence boundaries** - the spaces and punctuation that mark the beginning and ending of words and sentences in written format

**vocabulary** – the words of a given language; list of words for students to learn, group of words used in relation to a subject

**voice** –

1. the sound that is made when the vocal chords vibrate ( [b] is voiced; [p] is unvoiced)
2. the unique written expression of an individual's ideas